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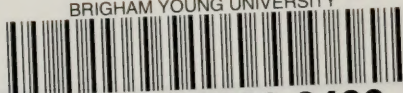
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# Brigham Young University

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## The First One Hundred Years

Volume 3

Edited by  
Ernest L. Wilkinson  
and  
Leonard J. Arrington

Brigham Young  
University Press



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## Editors' Comment

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The last quarter century has witnessed a remarkable expansion of Brigham Young University. The present student body of 25,000 on its Provo campus now makes it the largest student body on a single campus of a private university in the nation. Its continuing education program includes nearly 300,000 students, the largest program of its kind in the United States. The recently established J. Reuben Clark Law School has become the largest in the State of Utah and was accredited by the American Bar Association at the end of its first semester. The addition of the Church College of Hawaii as a branch of Brigham Young University creates an unusual opportunity for influence throughout the Pacific. Finally, the construction by the sponsoring Church of a Language Training Mission adjacent to the BYU campus, the first phase of which has already been built and the second phase of which will be completed by 1978, will provide capacity to train approximately 18,000 missionaries each year. They will be instructed by BYU teachers, and the facility promises to become, in the words of President Harold B. Lee, "the language training center of the world." These and many other recent events are of sufficient historical significance that we are adding a fourth volume to the Centennial History.

The third volume deals entirely with the Wilkinson Administration, while the fourth volume will deal with the Oaks Administration. Two concluding chapters will relate to the entire one hundred years of the school's existence. The fourth volume will also contain appendices for all four volumes. In the interest of objectivity and historical perspective, Dr. Leonard J. Arrington, Lemuel Redd Professor of History at Brigham Young University and historian for The Church of Jesus Christ of Latter-day Saints, has served as coeditor of Volume 3. All of the chapters in Volume 3 have also been reviewed by Dallin H. Oaks, president; Robert K. Thomas, academic vice-president; and Frank W. Fox, assistant professor of history at Brigham Young University, and some of them have been reviewed by Ben E. Lewis, executive vice-president. Their suggestions are appreciated.

The editors wish to acknowledge the help for the third volume of research assistants Richard E. Bennett, Harvard Heath, and Glenn V. Bird. William G. Hartley made the original draft of Chapter 40, "Education of Native Americans." We are particularly grateful for the devoted editorial work of Roy K. Bird, who served successively on the staffs of the Centennial History and the BYU Press and who is now a member of the English Department faculty at BYU. He edited for the typesetter all of volumes 1, 2, and 3. Jean R. Paulson edited for the typesetter the preliminary drafts for Volume 3. We acknowledge the indispensable help of faithful secretaries Linda W. Lee and Edith Johnson, along with others who have given their time. We also express appreciation to those who supplied us with historical information concerning the various colleges. The fourth and concluding volume will more fully acknowledge all who have contributed to both the four- and one-volume histories.

Ernest L. Wilkinson  
Leonard J. Arrington  
Coeditors of Volume 3



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# Brigham Young University

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# From Blueprints to Blackboards: 1957-1964

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It has long been a Maeser family tradition that at one time during the many discouragements of the Maeser Administration (1876-92) Karl G. Maeser informed his wife and daughter that, because of lack of finances, he was going to accept a position at the University of Utah. Accordingly, his wife and daughter got things packed and waited for Professor Maeser to give the word to move. When the daughter finally mustered enough courage to ask her father when they were moving, his response was, "I have changed my mind. I have had a dream — I have seen Temple Hill filled with buildings — great temples of learning, and I have decided to remain and do my part in contributing to the fulfillment of that dream."

Brigham Young University campus is a fulfillment of Maeser's dream. Thousands of Latter-day Saint students, interested in a myriad of different subjects from art to zoology, agriculture to astronomy, have been able to spend their college years at BYU. The fine physical facilities provide an excellent climate for intellectual development and a tangible impetus for creating optimism for the future of the school.

## **Changes in Administration**

In the spring of 1957, as President Ernest L. Wilkinson was

recovering from his heart attack, forces which had been set in motion during the early Wilkinson years began to have their effect. Student enrollment, which increased tremendously in the period from 1951 to 1957, burgeoned at an even more spectacular rate in the years from 1957 to 1964, thus requiring more energetic efforts to build an even larger campus. The Trustees, impressed with what was going on at the University, responded with vision and generosity in providing the wherewithal to continue the rapid expansion of the institution.

However, at the outset of this important period, the president lost one of the school's finest administrators, Dr. William F. Edwards, dean of the College of Commerce and vice-president of finance. On loan from BYU to the First Presidency, Edwards had just completed a study of the financial organization of the Church. He formulated recommendations that would significantly lessen the First Presidency's direct involvement in the business and financial ventures of the Church, thereby freeing them to handle additional spiritual responsibilities. Edwards did such a good job that President McKay asked him,

Brother Edwards, if I were you, and you were I, and you desired to place me in a position in the Church where your recommendations could be most effectively adopted for the good of the Church, where would you put me? Dr. Edwards answered: "I usually try to answer your questions, Bro. McKay, but I cannot give an answer to that."<sup>1</sup>

In February 1957, President McKay answered his own query by officially requesting that Edwards be appointed as secretary of finance to the First Presidency.<sup>2</sup> To Edwards, a highly disciplined and methodical administrator who had continually ordered his financial and personal life so as to be of full-time service to the Church in any capacity to which he

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1. Diary of David O. McKay, 14 November 1956, David O. McKay Papers, Church Historical Department.
  2. BYU Presidency Meeting Minutes, 16 February 1957, BYU Archives.





Joseph T. Bentley, assistant to President Wilkinson and comptroller of BYU during much of the Wilkinson Administration.

might be called, the appointment came as a vital challenge.

Edwards's departure forced Wilkinson to move quickly in order to acquire a man capable of supervising University finances. An unsuccessful attempt was made to obtain the services of Dr. G. Roy Fugal, manager of personnel practices for General Electric Company in New York.<sup>3</sup> BYU eventually succeeded in obtaining the release of Joseph T. Bentley, an expert accountant serving the Church as president of the Northern Mexican Mission, so that he could become a special administrative assistant to President Wilkinson in charge of finance.<sup>4</sup>

By the beginning of the 1957-58 school year, the BYU administration had a new look. Harvey L. Taylor, formerly executive assistant to the president, became vice-president in charge of public relations, adult education, extension services, Ricks College, Juarez Academy, student personnel services, and many other areas within the University and Church school system. Whenever Wilkinson was away, Taylor was in charge of the school.<sup>5</sup> William E. Berrett retained his position as vice-president in charge of religious education at BYU, Ricks College, LDS Business College, and all seminaries and institutes. He was responsible directly to President Wilkinson and the Church Board of Education. The academic program of BYU, with the exception of religious education, was under the direction of Earl C. Crockett. The religious education program remained directly under President Wilkinson. Joseph T. Bentley, as administrative assistant, was to supervise finances, auxiliary services, LDS Business College, all investments, budgets, and auditing.<sup>6</sup> William Noble Waite continued in his position as assistant to the president in charge

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3. Wilkinson to Fugal, 27 May 1957, Harold B. Lee Papers, Church Historical Department.

4. Transcript of telephone conversation between Ernest L. Wilkinson and David O. McKay in Diary of David O. McKay, 5 August 1957. *See also* Wilkinson to McKay, 23 July 1957, David O. McKay Papers.

5. "Statement of Responsibilities," 15 August 1957, Wilkinson Presidential Papers, BYU Archives.

6. "'Top' Gets New Look," *BYU Daily Universe*, 16 October 1957.



of University development (fund raising), and Clyde Sandgren remained as general counsel.

In response to a suggestion of the Board of Trustees, a major administrative structural change was effected in the fall of 1958 which centralized authority even more in the office of the president. Wilkinson wrote his administrative associates that, while he and his vice-presidents functioned as a kind of "Presidency of BYU," members of the Board of Trustees had called his attention to the fact that they had not approved of a formal presidency at the University. All official decisions were to be made by Wilkinson as president; he was the person held responsible by the Board. The word *Presidency* was not to appear in any official communications or publications. Wilkinson then quoted from the minutes of a recent Board of Trustees meeting in which, at his suggestion, he had been authorized to appoint a new Administrative Council:

It was proposed that President Wilkinson be authorized to form an Administrative Council at Brigham Young University to consist of the President as Chairman, the Vice-Presidents, the Administrative Assistant, and the General Counsel of the Institution, together with such other members as the President designates from time to time, either permanently or temporarily; said Council to serve in an advisory capacity to the President.<sup>7</sup>

Concurrently, a similar administrative council was established for the seminaries and institutes, with Wilkinson as chairman and William E. Berrett, A. Theodore Tuttle, Boyd K. Packer, and Leland Anderson as members.<sup>8</sup> The new Administrative Council at BYU, which replaced what had been referred to as a presidency, remained intact until 1964.

As the University grew, new members were added to the Administrative Council. In May 1959, Dr. John T. Bernhard

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7. Ernest L. Wilkinson to William E. Berrett, Earl C. Crockett, Harvey L. Taylor, Joseph T. Bentley, and Clyde D. Sandgren, 19 September 1958, Wilkinson Presidential Papers; and BYU Board Minutes, 3 September 1958, BYU Archives.

8. Ibid.



was appointed administrative assistant to the president. A convert to the Church of twelve years, Bernhard had been a staff assistant to Howard Hughes in charge of political and public relations of Hughes Enterprises in Hollywood, California.<sup>9</sup> For a while, Joseph T. Bentley held three jobs simultaneously — assistant to the president, de facto comptroller of the school, and general superintendent of the Young Men's Mutual Improvement Association of the Church — and accordingly needed relief from some responsibilities that Bernhard could shoulder. Bentley was later released from his assignment as MIA general superintendent and was able to devote all of his time to his responsibilities as comptroller of BYU and the Church Educational System. In November 1959, Ben E. Lewis, director of the ever growing Auxiliary Services, was appointed to the council.<sup>10</sup> In 1961 both Lewis and Clyde Sandgren were elevated to positions of vice-president — a reflection of their contributions and increasing responsibilities.<sup>11</sup>

Further changes and additions were later made to the BYU Administrative Council and to the council over Church education. In 1961, Dr. Dale T. Tingey was made special assistant to Vice-President William E. Berrett in charge of seminaries and institutes to replace Boyd K. Packer, who was called to be a General Authority.<sup>12</sup> Dr. Alma Burton later replaced Dr. Tingey. In 1962, eight months after being appointed dean of students, J. Elliot Cameron (formerly dean of students at Utah State University and president of Snow College from 1956 to 1958) was asked to serve on the council.<sup>13</sup> A man who

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9. "Bernhard Becomes New Administrative Helper," *BYU Daily Universe*, 15 May 1959.

10. "Lewis Placed on Administrative Council at BYU," *BYU Daily Universe*, 1 October 1959.

11. "BYU Names Two Vice Presidents," *BYU Daily Universe*, 23 February 1961.

12. "Dr. Tingey Appointed Member of Y Administrative Council," *BYU Daily Universe*, 6 November 1961.

13. "New Dean of Students Joins Staff," *BYU Daily Universe*, 23 February 1962. See also "BYU Dean of Students Accepts Council Post," *BYU Daily Universe*, 17 October 1962.

continually demonstrated special concern for the students of BYU, Cameron was trained in educational administration.<sup>14</sup>

### **Engaging Sam F. Brewster**

The University encountered frustrating delays in the construction of key buildings such as a new library, an administration center, and a student union building. As soon as President Wilkinson had recovered from his heart attack, he gave these and other construction needs his immediate attention. With the resignation of Joyce W. Tippetts in June 1957,<sup>15</sup> he had an opportunity to appoint an outstanding administrator as director of campus planning and development. Meanwhile, Leland Perry remained in charge of operating the physical plant, along with campus maintenance and beautification. It was not easy to find a man trained in the field of supervising the growth of college campuses. When the administration could not find such a man in the Church, it contacted universities throughout the country without encouraging results. Wilkinson made a special trip to Washington, D.C., to consult with the American Council on Education and with leading men in the Department of Education in search of a person with acceptable experience. He consulted with Dr. Ernest V. Hollis, director of the College and University Administrative Branch of the Department of Education, who told him of Sam F. Brewster, superintendent of buildings and grounds and director of campus planning and development at Alabama Polytechnic Institute at Auburn, Alabama. Dr. Hollis thought Brewster was the best man in the nation for the BYU position. Moreover, although he was not LDS, Brewster conformed to Mormon standards of conduct.

A Texan by birth, Brewster received a bachelor of science degree in landscape architecture at Texas A&M College and an MLA degree in landscape architecture in 1932 at Massachusetts University. He had also studied landscape architec-

14. Transcribed interview of Elliot Cameron by Richard E. Bennett, 23 September 1974, BYU Archives.

15. BYU Board Minutes, 28 June 1957.





Sam F. Brewster, director of physical plant operations at BYU from 1957 to 1974. Brewster was a key figure in the growth of the BYU campus.



ture overseas. For five years he served as landscape specialist for the Alabama Extension Service in Auburn. From 1933 until 1937 he supervised recreation and conservation for the Tennessee Valley Authority, becoming Tennessee commissioner of conservation in 1937 and serving in this position for three years. In 1940 he accepted the position of director of Auburn University's department of buildings and grounds, which he held until 1957. His work in Alabama, where he supervised a twenty-million-dollar campus planning project, brought him widespread recognition and acclaim. During this period he served as president of the National Association of College Superintendents of Buildings and Grounds. During one long period following the death of the president of Auburn University, Brewster and two others managed the affairs of the school as a committee until a new president was selected. As a member of this committee, Brewster represented the university in obtaining its budget from the state legislature and became well acquainted with university organization and academic programs.

On returning to Provo, Wilkinson asked President McKay to permit him to employ Brewster. President McKay consented. Sam Brewster later recalled what happened next:

I was sitting at my office in Auburn University . . . when the telephone rang. The voice on the other end said, "I am Ernest Wilkinson, President of Brigham Young University, Provo, Utah. I want you to come out here and go to work for me." That was his introduction. I said, "I have never heard of Brigham Young University. Where is it?" Well, that wasn't exactly true, but he had been so gruff to me that I thought I would retaliate.<sup>16</sup>

In truth, Brewster was not interested in leaving Alabama to move to Utah.

Informed that Brewster was planning a vacation to Texas, Wilkinson sent two airplane tickets so that the Brewsters could extend their August vacation and come to Utah "just for a visit":

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16. Sam F. Brewster in "Inside the Wilkinson Era," 25 May 1971, Wilkinson Presidential Papers, p. 10.

So we came to Utah on a vacation. He [Wilkinson] met us, showed us a great time, took President [Harvey L.] Taylor and myself on a trip around the Alpine loop, and scared us to death with his wild driving. But, I thought at that time, he was the most human man I had ever met. He had done a lot of research on my background; he knew that I loved the outdoors. He knew that I loved to hunt and fish, and he was a great man to expound the theories of hunting and fishing. I found out later that he had never been hunting or fishing in his life, but I didn't know it at that time.<sup>17</sup>

During his two-day visit to Utah, Brewster also was shown around the campus, then just beginning to expand, and was introduced to members of the administration and faculty. Some of them, assuming Brewster was a Mormon, introduced their associates to him as "President So and So," meaning a stake president, president of an elders quorum, president of a Mutual Improvement Association, or president of some other Church organization. Brewster wanted to know how many presidents it took to "run this school." He also was introduced to members of the Executive Committee of the Board and to the top officials of the Church Building Committee, who concluded that Brewster was the most capable man available.<sup>18</sup>

Although the fifty-three-year-old Brewster "liked the president . . . almost from the very beginning," the proposed move to Utah was a difficult decision for him and his family to make. Their roots were deep in the South, and their position was secure. But the family finally decided to come West. They liked the scenery, the people, and, above all, the challenge of the work. Brewster was excited about the prospects of expanding BYU and was particularly attracted by the possibilities of building new junior colleges from the ground up. He had a yearning to plan and build an entirely new school (*see* chapter 33).<sup>19</sup>

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17. Ibid.

18. Ernest L. Wilkinson to David O. McKay and counselors, 17 August 1957, Wilkinson Presidential Papers.

19. Transcribed interview of Sam F. Brewster by Richard E. Bennett, 7



Brewster was hired at a substantial salary, which Wilkinson later said was one of the best investments the school ever made.<sup>20</sup> Leland Perry, superintendent of buildings and grounds, unselfishly suggested that Brewster be put in charge of both the planning and maintenance of the physical plant. In truth, in Wilkinson's judgment and in the minds of many others, it had "never been entirely satisfactory . . . to have the work of the Campus Planning and Development separate from that of the position of Superintendent of Buildings and Grounds."<sup>21</sup> In the past, such a division had resulted in duplication of efforts, differences of opinion and approach, and reduced efficiency. Therefore, shortly after Brewster's arrival, the two departments were combined into the Department of Physical Plant with Brewster as director. Two subdepartments were created, the Division of Planning and Construction and the Division of Maintenance and Operation. Perry would have stayed on as a part of the new organization, but he was called as president of the West Spanish American Mission of the LDS Church.<sup>22</sup> With the full support of the administration, Brewster immediately reorganized the Department of Physical Plant.

### The 1957 Master Plan

The 1953 plan for campus development served the school well. Six impressive buildings were erected, landscaping was improved, and the peripheral road concept was im-

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July 1974, BYU Archives.

20. After his retirement in 1975, Brewster wrote Wilkinson, "I note what you had to say about inducing me to come to BYU. I have not regretted making the decision, and I thoroughly enjoyed working under your direction. You were a good boss. Together, with a lot of help from other people, we put together a physical plant that has caught the attention of people throughout the country" (Brewster to Wilkinson, 21 July 1975, Wilkinson Presidential Papers).
21. Ernest L. Wilkinson to Stephen L. Richards, 24 August 1957, Wilkinson Presidential Papers.
22. Perry was called to organize the West Spanish American Mission, which was to include Spanish Americans living in the entire area from Sacramento, California, on south to Ensenada, Mexico, and east to Douglas, Arizona, including Phoenix and Tucson.





plemented. Nonetheless, after approval of the master plan in 1953, certain developments necessitated a reconsideration of plans for campus expansion. Enrollment had increased to 15,000, whereas the earlier plan was based on a maximum enrollment of 12,000. An increase in out-of-state students argued for an expansion of campus housing facilities, and the creation of the BYU Stake (*see* chapter 37) had a direct influence on campus accommodations. As a result, from 9 to 12 November 1955, Simon Eisner, a consulting planner from Los Angeles; Carl E. McElvy of the University of Southern California; and Robert J. Evans, supervising architect for the University of California system, visited campus and reviewed all previous work.<sup>23</sup> These outside consultants conferred with the standing BYU Planning Committee consisting of Ben Lewis, chairman; J.W. Tippetts; Fred L. Markham; Leon Frehner; Robert B. Fowler; Dale W. Despain; and Leland M. Perry.<sup>24</sup> On 15 August 1957 this committee gave President Wilkinson an updated report on a revised campus plan, patterned after the 1953 plan.

On 1 October 1957, Sam F. Brewster reported for duty. Eager to get Sam Brewster's opinion on the revised plan and willing to let Brewster take the lead as head of campus planning, Wilkinson appointed another committee with Brewster as chairman and with Ben Lewis, Milton Marshall, Dean Armin J. Hill, and Guy Pierce as members. In his letter of assignment, an obviously enthusiastic Wilkinson stated, "I am . . . anxious that you [the committee] get started . . . [on] an over-all master plan for the University."<sup>25</sup> This Campus Planning Committee continued to function without interruption and with only a few changes in personnel from 1957 until 1971. Besides the five men previously mentioned, Rudger Walker and Robert K. Thomas also served on the committee.<sup>26</sup>

23. "Comprehensive Campus Plan: Report of the Planning Committee," 15 August 1957, Wilkinson Presidential Papers, p. 8.

24. *Ibid.*, p. 1.

25. Wilkinson to Brewster et al., 10 October 1957, Wilkinson Presidential Papers.

26. Ephraim Hatch and Karl A. Miller, "A History of the Brigham Young



After days of concentrated study the planning committee formulated a Comprehensive Location and Development Plan quite similar to that presented on 22 October 1957 to the deans of the various colleges.<sup>27</sup> Much of the credit for this revised plan must be given to Fred Markham, who, once again, with imagination and competence, charted a course of sound campus development.<sup>28</sup> A revised plan resulting from these studies was issued in 1958 (*see* accompanying photo). Incorporating the peripheral road and centralized construction concepts of the 1953 plan, the 1957 plan called for much greater construction and development. It was predicated upon an expected enrollment of 15,000, with a possibility of even more.

One of the plan's important qualities was flexibility. Most structures inside the peripheral road were to be academic in nature, and those outside were generally to be supportive buildings for student housing and athletics. Buildings would be connected by sidewalks and malls, and most parking facilities would be kept outside of the main campus in order to keep the academic centers quiet and undisturbed. The plan contemplated large purchases of adjoining land to increase the campus acreage. These purchases had been in progress since 1953. Summarily stated, "The plan developed in 1953 and revised and enlarged in 1957 . . . provided the guidelines upon which the Brigham Young University campus [was] built. . . . The concept of three corridors — physical education on the west, academic in the center, and housing on the east, all running parallel to each other in a north-south direction . . . made it possible to expand in an orderly way."<sup>29</sup>

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University Campus and the Department of Physical Plant," 1974, unpublished work on file in BYU Archives, vol. 7, book 2, p. 111 (hereafter cited as "Physical Plant History"). Most of the account of construction related to this chapter is drawn from this work.

27. *Ibid.*, pp. 105-6.

28. Transcribed interview of Sam F. Brewster by Richard E. Bennett, 7 July 1974, BYU Archives, p. 2.

29. Hatch and Miller, "Physical Plant History," 7:2:127-28.



## A Massive Building Program

On the basis of these plans, Wilkinson disclosed his dreams to the president of the Alumni Association for a much larger library, an enlargement of the Smith Fieldhouse, a modern fine arts building, an auditorium large enough for 10,000 students, a building for the College of Biological and Agricultural Science and one for the College of Commerce, an administration building, a student union, and more residence halls for students and visitors.<sup>30</sup> At the 22 November 1957 Board meeting he presented the master plan; to his delight it was given “general approval.” He afterwards confided to Ben Lewis that he was relieved he “didn’t have to answer the embarrassing question of how much the total cost would be.”<sup>31</sup> He had estimates ready, but with building costs soaring he did not have much confidence in the estimates. In effect, what the Board had approved was a proposal to double the size of the campus during the next five or six years. Realizing the magnitude of the cost of the building program, Wilkinson also proposed that the school initiate a fund-raising program to help the Church defray the heavy financial burden of such unparalleled expansion. This appealed to the Trustees and was approved (*see* chapter 41).

Now that a general campus plan had been approved and a capable director appointed, Wilkinson began immediately on a massive building program. As if to ring in the second era of campus construction in the Wilkinson Administration, the first item to be erected was the Old Y Bell Shrine at the site of the old bell tower at the top of the stairs leading from the Smith Fieldhouse to upper campus. Groundbreaking occurred in February 1958, and the tower was completed shortly thereafter.<sup>32</sup> The bell served as an expression of the

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30. Ernest L. Wilkinson to G. Robert Ruff, 19 November 1957, Wilkinson Presidential Papers.

31. Wilkinson to Lewis, 25 November 1957, Wilkinson Presidential Papers.

32. “Groundbreaking Set; Wilkinson Turns Sod,” *BYU Daily Universe*, 26 February 1958.

dynamic and progressive spirit of the Y, not only to ring out the school's athletic victories but to remind all of the vitality and confidence the school had in its own strength and future growth.<sup>33</sup>

### **Motion Picture Studio**

The first large building constructed in 1958 was the BYU Motion Picture Studio. As early as the summer of 1952 the General Authorities of the Church had expressed a desire to initiate a motion picture production program to meet the

33. Tradition has it that the first Y Bell came to Utah with the early pioneers who used it to call meetings and prayers. Shortly after Brigham Young Academy began meeting in the Lewis Building, a bell was given to the school to begin and dismiss classes. The 1884 fire destroyed that bell. A steel triangle bell was temporarily used in the ZCMI warehouse, but it was replaced by a cast iron bell purchased by the students at a cost of sixty dollars. Although in use from 1912 to 1919, the cast iron bell did not have a pleasing sound and was replaced in 1919 by a nickel bell obtained when the Provo meetinghouse was razed. From 1919 until after World War II, the bell was housed in the Education Building on lower campus, and for years it was activated by pulling on ropes that hung from the bell tower in the attic. The year 1949 witnessed the revival of the old custom of ringing the bell after basketball and football victories. Shortly thereafter, the bell was cracked by overenthusiastic ringing after a BYU victory over the University of Utah. The crack resulted in the beginning of the Belle of the Y contest. To raise the necessary money to recast the bell, the Intercollegiate Knights and Y Calcares sponsored a contest to find the young lady who best represented the Y. Proceeds from this contest went to recast the bell. Despite fears that the bell might never again ring true, Karl Miller, foreman at the BYU boiler house, was successful in getting the expert advice and assistance of John Shampaux, an instructor in the use of oxyweld equipment and a consultant for the Union Pacific Railroad on difficult welding problems. Under his professional tutelage, Frank H. Hemingway, a welder employed by Union Pacific Railroad, rewelded the bell. It was then put on a trolley so that it could be taken to athletic events. However, after the bell was stolen and feared lost only to be discovered in a swamp near Springville, it was decided to build a permanent bell tower on upper campus. The bell was later cracked again after some mischievous students from another campus cut the supports and the bell fell to the cement at the first subsequent ringing. This time it was electrically rewelded (see "Centennial History of the Student Body and Student Activities," BYU Archives, pp. 25-26).



BYU Motion Picture Studio, constructed in 1958. A sound stage added to this facility was destroyed by fire in 1964; it has since been replaced.



Church's needs for films for its auxiliary organizations, priesthood quorums, bishop training seminars, and welfare programs. They were convinced that "BYU was the ideal place to launch such a program."<sup>34</sup> That same year, Church leaders asked Wetzel "Judge" Whittaker, director of animation at Walt Disney Studios, to head the new nonacademic Department of Motion Picture Production.<sup>35</sup> Not long afterward, Wetzel's brother Scott Whittaker, a professional script writer, also joined the staff. The new department was built around these talented brothers.

From 1953 to 1958 the Motion Picture Department was housed in a temporary building with a small sound stage east of the North Building (present site of the Harold B. Lee Library). The site was restricted and unsuitable, as the clatter of passing cars and trucks interfered with movie production. In April 1958, construction began on the new studio, located in Carterville on a secluded, rural fifteen-acre tract in the Provo River bottoms north of the city.<sup>36</sup> Eleven months later the 13,160-square-foot structure was dedicated by Carl W. Buehner, then a counselor in the Presiding Bishopric of the Church. It was divided into three wings, including a sound stage, a two-story office wing north of the stage, and a storage wing west of the stage. Centered around the large concrete soundstage were production facilities which made it possible for this organization to produce every kind of motion picture. In the fall of 1964 a second sound stage was added to the building, but unfortunately it was destroyed in a September fire. Reconstruction began immediately so that, once completed, the expanded studio occupied 36,077 square feet.<sup>37</sup> Judge Whittaker described the studio completed in 1958 as "the finest motion picture production studio in the

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34. Cleon Skousen to Ernest L. Wilkinson, 21 July 1952, Wilkinson Presidential Papers.

35. "Ex-Walt Disney Associate Will Direct New Department of Motion Pictures," *BYU Daily Universe*, 8 January 1953.

36. "New BYU Movie Studio Completed," *BYU Daily Universe*, 10 December 1958.

37. Hatch and Miller, "Physical Plant History," 7:1:10.

country for its size.”<sup>38</sup> The total cost of nearly \$230,000 for constructing and furnishing the two-story building was paid by a loan from the Church to be repaid from the proceeds of the motion pictures produced.<sup>39</sup> This arrangement for financing the building was made because the Department of Motion Picture Production was at the time solely a production organization for the Church and not a part of the University’s academic curriculum.<sup>40</sup>

### **J. Reuben Clark, Jr., Library**

Perhaps the most urgently needed building in 1958 was a new library. The Heber J. Grant Library was no longer large enough to contain the materials necessary for the growing curriculum. Furthermore, it had been built to accommodate a student body of no more than five thousand. With enrollment well over 10,000, the lack of library study space and shelf space was critical by 1958. As early as January 1953, President Wilkinson appointed a committee to study the library’s needs. The committee recommended a much more rapid growth in the book collection, a strengthening of the library staff, a much larger annual book budget, and a large central library building.<sup>41</sup> Before construction started on a new building, books were housed in several different facilities on and off campus. Since 1950 the physical science library had been housed in the Eyring Science Center; the life science library, started in 1957, was located on the first floor of the Smith Family Living Center; and the music library was housed on the third floor of the same building. To alleviate congestion in

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38. “BYU to Dedicate ‘Little Hollywood,’ ” *BYU Daily Universe*, 18 March 1959.

39. William F. Edwards to Ernest L. Wilkinson, 4 March 1957, Wilkinson Presidential Papers.

40. Ernest L. Wilkinson to Kenneth H. Goddard, 24 March 1960, Wilkinson Presidential Papers.

41. “Eleven-Year Report of the President (1950-51 to 1960-61) of Brigham Young University and Eight-Year Report of the Administrator (1953-54 to 1960-61) of Other Areas of the Unified Church School System,” *BYU Archives*, p. 131 (hereafter cited as “Eleven-Year Report”).



J. Reuben Clark, Jr., Library.  
After completion of the J. Reuben  
Clark Law School, the name of the  
library was changed to honor Harold  
B. Lee.



the Grant Building, all bound periodicals issued before 1940 were deposited in a storage area in the Joseph Smith Memorial Building. The Reserve Library was situated in the McKay Building. Other books were stored in the attics of the Maeser Building, the Joseph Smith Memorial Building, the Women's Gymnasium, and even in an old warehouse in downtown Provo. Librarians provided service from these depositories by taking requests from users at the main circulation desk and making a trip each day to the stipulated storage area to pick up and return requested materials.<sup>42</sup>

In 1955, Lorenzo S. Young, architect, was assigned to prepare preliminary designs for a new library,<sup>43</sup> but not until it was decided that the Grant Library could not be remodeled and extended were active steps taken toward new construction.<sup>44</sup> On 4 July 1956, President Wilkinson discussed library plans with Dr. Keyes D. Metcalf, librarian-emeritus of Harvard University who had agreed to serve as special consultant for the new structure; Dr. S. Lyman Tyler, director of the BYU Library; Joyce Tippetts, then in charge of campus construction; and Fred Markham, general school architect.<sup>45</sup> Wilkinson recorded, "They are recommending a library of 200,000 sq. ft. at \$20/sq. ft. which will total \$4,000,000. This assumes a student body of 12,000 . . . 25% of whom may at one time be in the library. The cost . . . will be a shock to the Board of Trustees, but is probably necessary to accomplish our destiny."<sup>46</sup>

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42. Hattie M. Knight, "Brigham Young University Library Centennial History, 1875 to 1975," August 1974, unpublished typescript in BYU Archives, pp. 81-82.

43. *Ibid.*, p. 80.

44. Hatch and Miller, "Physical Plant History," 7:1:29.

45. The construction program was assuming such proportions that Markham's firm was not able to handle all of the architectural work. From that time on, various firms were engaged to plan buildings. They were, however, required to obtain the approval of Markham as to design and architectural homogeneity with the rest of campus. Under Markham's direction, all the buildings were in general to be made of reinforced concrete with golden buff brick and cast stone on the exterior walls.

46. Diary of Ernest L. Wilkinson, 4 July 1956.

Not only did the Board consent to the plans, but it urged that the building be constructed to “allow further additions.”<sup>47</sup> Announcement that a new library was a real possibility was hailed by the faculty as tangible evidence of Wilkinson’s desire to foster academic excellence that would match the physical development of the campus. Few buildings have been more eagerly awaited. Substandard offices and poorly designed classrooms — both major problems at this time — could await construction of a truly adequate library.

The architectural firm of Lorenzo S. Young of Salt Lake City was engaged to prepare drawings and specifications. Lorenzo Young, Lyman Tyler, and Ephraim Hatch of the Department of Physical Plant visited six university libraries in the East in search of the most economical and utilitarian plan for construction.<sup>48</sup> Actual construction was postponed until the Campus Planning Committee had decided on the precise location of the building. It was finally agreed to construct the library on the site of the barracks-style North Building, located north of the Herald R. Clark Service Center and north-east of the Smith Family Living Center.

The building contract was awarded to the Garff, Ryberg, and Garff Construction Company at a bid of \$2,927,000 for basic construction. Groundbreaking ceremonies were conducted in the summer of 1959.<sup>49</sup> Completed in 1961, the five-story structure (two stories of which were underground) had 205,747 square feet of floor space, making the building more than twice as large as the Smith Family Living Center. The total cost of finishing the building, including furnishings and landscaping, was \$3,764,000, paid for by a Church project allocation.<sup>50</sup> Designed to house eventually one million

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47. BYU Executive Committee Minutes, 17 April 1958, BYU Archives.

48. Hatch and Miller, “Physical Plant History,” 7:1:29.

49. “Library Groundbreaking Ceremonies Set for Tuesday; Construction Begins,” *BYU Daily Universe*, 21 July 1959.

50. “Permanent Buildings Constructed or under Construction (Main Campus) at BYU from 1951 to 1964,” unpublished document in Department of Physical Plant files (hereafter cited as “Permanent Buildings Constructed, 1951-64”). The five-story building was constructed so that two stories would be below ground level and three



books and to provide seating for 3,000 persons or approximately twenty-five percent of the student body, the library originally contained shelving to accommodate 600,000 volumes.<sup>51</sup> The building was of reinforced concrete with golden buff brick and cast stone on exterior walls. Its completion heralded a great advance for the academics of the school and provided BYU with one of the largest school libraries in the Intermountain area. In October 1962 the library was named in honor of the late J. Reuben Clark, Jr. After the establishment of the J. Reuben Clark, Jr., Law School in 1973, the name was changed to honor Harold B. Lee.

### **Jesse Knight Building**

The decision to build the library in the center of campus on the site of the old war surplus North Building made it necessary to provide new facilities for the College of Business and other disciplines. The University could move the North Building to a new location, or it could construct an entirely new facility. One of the major problems tackled by the new Campus Planning Committee, this decision was complicated by the time lag that would exist between the time of the removal of the temporary building and the erection of permanent facilities.<sup>52</sup> One way of partially solving the problem was to schedule more classes at 7:00 A.M. and continue more classes to 5:00 P.M. than had been the case previously. Wilkinson suggested this approach and the holding of school on Saturday to allay the classroom pressure, but his proposal to meet six days a week was never popular.

The first proposal to receive serious consideration was the plan to move the North Building to another location, but

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above, making elevators for students unnecessary. This arrangement also was advantageous for manuscript preservation away from direct sunlight, and it provided the potential for temporarily accommodating around 7,000 persons in the underground floors in case of a civil disturbance.

51. "Library Groundbreaking," *BYU Daily Universe*, 21 July 1959.

52. Transcribed interview of Sam F. Brewster by Richard E. Bennett, 7 July 1974, BYU Archives, p. 3.





Jesse Knight Building, completed in 1960 and named in honor of one of BYU's early financial benefactors. An annex was later added to the building.

careful estimates indicated that such a move would cost at least \$72,000. Unwilling to pay this price for continued utilization of an old fire hazard, President Wilkinson persuaded his Executive Committee that "it would be better to spend this money on a new College of Commerce Building . . . and to abandon the 'North Building.'" He further argued that the temporary building contained only 23,000 square feet of floor space and was thus "entirely inadequate for the College of Commerce alone." Hence it was urged that a new structure of 75,000 square feet be built, two-thirds of which would be used by the College of Business and the remainder devoted to general classroom use. The original projected cost was \$1,250,000, and the building itself was to be ready for use by the fall of 1960.<sup>53</sup>

Plans for the building were approved in November 1958,<sup>54</sup> with construction actually commencing in late spring 1959.<sup>55</sup> William Rowe Smith and Fred W. Needham served as architects, and the Okland Construction Company was awarded the contract. The structure, to be erected north and west of the proposed library, was envisioned as the first of four buildings which would enclose a second major quadrangle of the BYU campus.<sup>56</sup> Rectangular in shape and sixty-six by three hundred and twelve feet in size, the completed four-story structure contained thirty-four classrooms. Many of these were large case study classrooms patterned after those at Harvard Graduate Business School. Some others were amphitheater-type classrooms. The building also contained sixty-eight badly needed faculty offices and other facilities. From the beginning, it was intended that an addition would be constructed later.<sup>57</sup>

Completed before its target date of August 1960, the struc-

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53. Ernest L. Wilkinson to the Church Building Committee, 14 August 1958, Wilkinson Presidential Papers.

54. BYU Board Minutes, 5 November 1958.

55. "Business Building Rites Slated for Friday Noon," *BYU Daily Universe*, 29 May 1959.

56. Contemplated administration and fine arts buildings, along with the new library, would complete the quadrangle.

57. Hatch and Miller, "Physical Plant History," 7:1:17.

ture comprised a total of 78,687 square feet at a cost of almost \$1,500,000. It was named the Jesse Knight Building in honor of the strong school supporter of the Brimhall and Harris eras. Because it did not call for an array of special equipment, the Jesse Knight Building was relatively inexpensive; it cost just a little more than the David O. McKay Building. In contrast, the Fletcher Engineering Building, which housed expensive engineering equipment, cost almost as much as the new business building though it provided only half as much floor space.<sup>58</sup>

### **William H. Snell Industrial Arts Building**

On the same day that plans for the Jesse Knight Building were approved by the Board (5 November 1958), an industrial arts building was similarly authorized.<sup>59</sup> The location for the new building was to be due east of the central heating plant, and two of the temporary Wymount apartments had to be removed to make way for construction. Dean L. Gustavson was chosen as architect, and Garff, Ryberg, and Garff Construction Company received the contract to build the 34,593-square-foot building.<sup>60</sup> Construction began in May 1959 (just prior to the groundbreaking for the business building) and was completed early in 1960 at a total cost of just over \$700,000. A comparatively small building, it was nevertheless felt it would satisfy the requirements of the growing industrial and technical education programs of the school. Drafting rooms, woodshops, metal shops, and numerous other facilities and faculty offices were included in the two-story structure. Eventually named after William H. Snell, who served fifty-one years as an industrial arts teacher at BYU, including thirty-five years as chairman of the Industrial Arts Department, the Snell Building is an attractive and functional structure with brick on its lower walls and aluminum extruded

58. "Permanent Buildings Constructed, 1951-64."

59. This would have pleased Brigham Young, who thought that every young man should learn a trade (BYU Board Minutes, 5 November 1958).

60. Hatch and Miller, "Physical Plant History," 7:1:21.





William H. Snell Industrial Education Building, completed in 1960 and named in honor of a prominent BYU industrial arts teacher.

framework around gray and black glass panels forming the upper walls.<sup>61</sup>

### **Addition to the George Albert Smith Fieldhouse**

Starting in May 1959, nine years after the building's completion, work began on a 28,950-square-foot addition to the Smith Fieldhouse. The annex, costing about \$300,000, provided an indoor area for outdoor sports in which baseball, football, and track teams could practice during the off season or during inclement weather.<sup>62</sup> Thus, by the summer of 1959, four major facilities were under construction on the BYU campus, representing the largest expansion program to that time in the school's history.

### **Abraham O. Smoot Administration Building**

In the fall of 1959 work began on another long-awaited facility which, according to the 1957 master plan, would enclose the northern end of the new quadrangle north of the library. For decades, the University's administrative offices had been housed in the Maeser Memorial Building. With the burgeoning growth of the campus during the Wilkinson Administration, these facilities became inadequate. Early plans, formulated before the arrival of President Wilkinson, called for an administration building east of the Eyring Science Center. However, the proposed site was changed as the master plan was updated. The 1957 master plan projected that the building would be built due north of the library so as to be near the northern entrance to campus.

Original plans called for a conventionally styled two- or three-story building, "strong, imposing, [and] conservative."<sup>63</sup> In 1958, Henry P. Fetzer was engaged to produce drawings and specifications. His final blueprints, calling for an innovative, X-shaped structure, came as a surprise, but

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61. Ibid.

62. "Start Fieldhouse Work," *BYU Daily Universe*, 25 May 1959.

63. Ernest L. Wilkinson to Sam F. Brewster, 9 August 1958, Wilkinson Presidential Papers.



Abraham O. Smoot Administration Building, completed in 1961 and named in honor of the first president of the BYU Board of Trustees.



careful study demonstrated the utility of this modern design. The four separate wings provided a feeling of roominess and permitted movement from office to office with little disturbance. Specific areas, such as public relations and registration, could be compactly located in one wing of the structure, reducing movement from floor to floor. Of the two main entrances, the north doors would be approached by a circular drive with parking on both sides, while the south doors would face campus. The exterior would feature precast stone of a light brown shade in keeping with the rest of campus.<sup>64</sup>

Construction began on the four-story building (three above and one below ground) in October 1959 with Garff, Ryberg, and Garff Construction Company as contractor. The building was completed on 16 July 1961, just a few weeks before the completion of the library. Total cost of the 100,377- square-foot building, including furnishings, amounted to more than \$2,700,000.<sup>65</sup> Immediately south of the building, a large plaza was created with an illuminated fountain and pool near which was set a flagpole and a statue of Brigham Young, creating a picturesque setting. The building was named in 1962 after Abraham O. Smoot, who was the financial savior of the Academy in its earliest struggles for existence and who was president of the original Board of Trustees. The Smoot Administration Building is devoted almost entirely to 250 offices, including space for the administration, the registrar, records, security, financial services, housing, purchasing, the office of the dean of student life, the Graduate School, the placement bureau, student counseling, University development (fund raising), and many other supporting agencies. With its completion and that of the library, "one of the finest quadrangles in the nation," to use the words of Sam Brewster, was almost completed.<sup>66</sup> Upon the vacating of administrative offices in

64. "Plan Administration Building: Work on Drawing in Advanced Stage," *BYU Daily Universe*, 29 April 1959.

65. "Permanent Buildings Constructed, 1951-64." *See also* Office of Space Utilization, "Inventory of Buildings," September 1973, p. 5.

66. "Ballif Dedicates Site during Chilly Service," *BYU Daily Universe*, 13 October 1959.

the Maeser Building, the English Department moved into the upstairs of the Maeser Building, and the Archaeology Department into the downstairs. As the English Department gradually moved to newer facilities in the mid 1960s, the History Department and later the Political Science Department moved into the upstairs of the Maeser Building, the former in the north wing and the latter in the south wing.

### Alumni House

As construction proceeded on the library and administration buildings, work began on the Alumni House, built to accommodate the offices and records of the Alumni Association. For years, the affairs of the Alumni Association were handled by a part-time director and one student secretary. But beginning in 1952 a full-time executive secretary was chosen, and several full-time and many part-time assistants were gradually added to the staff. Since 1945 the Alumni Association had been housed in temporary quarters at seven different campus locations.<sup>67</sup> As the number of alumni grew, it became imperative to construct a permanent facility to house the increasing number of business offices and for proper maintenance of alumni biographical records. Fund-raising activities which were then conducted by the Alumni Association could be better coordinated from a centralized location. The organization also needed a reception hall for special events involving alumni groups.<sup>68</sup>

The Alumni House was first proposed in 1955, but construction was delayed several times. The unfolding campus design dictated changes in plans for the Alumni Association, whose officers had always desired to have their building near the entrance to campus, away from the academic center of the school. On 8 November 1957 the Campus Planning Committee recommended that the Alumni House be built at its pres-

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67. Hatch and Miller, "Physical Plant History," 7:1:25.

68. "Alumni House Will Rise Soon: Alumni to Supply Half of Funds for Hilltop Center," *BYU Daily Universe*, 28 February 1961.



Alumni House, located near the  
northwest entrance to upper campus.  
It was constructed in 1961.



ent location in the northwest corner of campus, on the brow of the hill overlooking the baseball diamond.<sup>69</sup>

Construction was finally authorized in December 1960, and work began on the building in March 1961, reaching completion within the calendar year.<sup>70</sup> A comparatively small structure of 11,000 square feet, the Alumni House cost less than \$260,000 to build, furnish, and make ready for occupancy. Almost half of the money was raised by the Alumni Association, while the rest was put up by the Church.<sup>71</sup> It was constructed in a simple L shape with two floors in one leg and a high-ceilinged reception hall in the other.

### **Ernest L. Wilkinson Center**

Less than four months after ground had been broken for the Alumni House, one of the smallest buildings on campus, construction began on the largest single edifice and the most expensive structure on the entire campus to that time. Generations of BYU students had hoped in vain to see a student commons center or student union building constructed during their college stay. As early as 1937, Royden Braithwaite (who later served on the BYU faculty as codean of the College of Family Living and who later became president of Southern Utah State College), as president of the senior class of BYU, presented President Franklin S. Harris with a gift from that class for a student union building.<sup>72</sup> During the McDonald years the Alumni Association tried valiantly to spearhead fund drives to build a student commons which

69. Ray Beckham to Ernest L. Wilkinson, 26 May 1958, Wilkinson Presidential Papers.

70. No doubt one of the primary reasons for the delay in approval was the fact that a full-scale fund-raising program which was underway for the entire University, spearheaded by Noble Waite, did not raise as much money as anticipated, and the administration felt it could not use funds earmarked for other purposes for the Alumni House (*see* Ernest L. Wilkinson to Grant S. Thorn, then president of the Alumni Association, 4 December 1958, Wilkinson Presidential Papers).

71. Wilkinson to Thorn, 19 November 1958, Wilkinson Presidential Papers.

72. "Dedication of Ernest L. Wilkinson Center at BYU, 3 April 1965," unpublished record of proceedings, BYU Archives, p. 42.



Ernest L. Wilkinson Center, dedicated in 1965 and named in honor of President Wilkinson. The building soon became the center of campus social life.



would have included an Alumni House. Fred Markham had been commissioned to draw plans for the proposed million-dollar structure to be erected just south of the Joseph Smith Memorial. The building was to be dedicated to the BYU students who served in World War I and World War II and especially to the 125 alumni who gave their lives in the service of their country during these conflicts. By 1950, students had raised more than \$80,000 for a union building. However, the money, with the consent of the student body, was used to help finance the construction of the George Albert Smith Fieldhouse.<sup>73</sup>

With this contribution from the students, President Wilkinson formulated a program to replenish and eventually increase the student building fund. In June 1951 he proposed that a ten dollar per quarter fee be assessed all students as part of their tuition cost. The fee was not to be used to meet current operating costs but for building projects "originally contemplated by the students." This was approved by the Board of Trustees in June 1951.<sup>74</sup> The immediate result of this measure, retroactive to the 1949-50 school year, was the appropriation of \$105,000 to replace the student funds which had been used for the fieldhouse.<sup>75</sup> Since that time, full-time students have been paying \$30 an academic year for building construction as part of their total fees and tuition.<sup>76</sup> By the summer of 1959, this student fund had reached a total of \$2,500,000.<sup>77</sup> Enrollment was more than 10,000, the campus was expanding, and students and administration alike agreed that BYU needed a center for student activities. The bookstore, which had been housed in the Herald R. Clark Building, now required much larger facilities. Dining facilities in the basement of the Joseph Smith Memorial Building were also inadequate;

73. Harold W. Pease, "History of the BYU Alumni Association and Its Influence on the Development of Brigham Young University" (Ph.D. diss., Brigham Young University, 1974), pp. 192-206.

74. BYU Executive Committee Minutes, 19 June 1951.

75. BYU Board Minutes, 28 June 1951.

76. Joseph T. Bentley to Ernest L. Wilkinson, 19 July 1966, Wilkinson Presidential Papers.

77. Wesley Lloyd to Ernest L. Wilkinson, 27 January 1959, Wilkinson Presidential Papers.



large banquets were being held outside on the lawn with the hope that the weather would cooperate. Student government lacked adequate office space. Moreover, the student wards of BYU Stake were clamoring for space on campus, and a large dance hall was needed.

On 4 February 1959 the Board of Trustees approved the construction of a student union building originally estimated to cost in the neighborhood of four million dollars. It was a phenomenal sum, especially for that period, and the funding process was unlike that for any other building on campus. Student building fees would cover approximately seventy-five percent of the entire cost of construction and maintenance since most of the building would be devoted to student activities. Because the LDS Church would operate eight wards of BYU Stake in the building for Church, MIA, and related activities, and because many faculty conferences and other academic functions would be housed in the building, the Church originally agreed to pay approximately twenty-five percent of the cost.<sup>78</sup> When it was finally decided to build a bookstore and dining area within the center, the bookstore contributed its share from its own profits to meet the construction costs.<sup>79</sup> With the entrance of the bookstore and other auxiliary operations into the plans, the final alignment of financial support was student funds, sixty percent; Church funds, twenty-two percent; and auxiliary funds, eighteen percent.<sup>80</sup> Because of this method of funding, no money needed to be taken from the fund-raising coffers of the University.

The site chosen was immediately east of the J. Reuben Clark, Jr., Library and south of the proposed fine arts center on a lot which previously had been the home of the Speech Center. Envisioned in the plan was a main campus road running north between the Snell Building and the heating plant and servicing the student center. This road would extend

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78. BYU Board Minutes, 4 February 1959 and 1 June 1960.

79. "Dedication of Ernest L. Wilkinson Center," p. 41.

80. Hatch and Miller, "Physical Plant History," 7:1:41.

north and then west to complete the peripheral road system of the campus. A large parking lot for students would be built east of the student center on the east side of the proposed road. The orderly and complementary arrangements, stressing the interrelationship of the buildings, reflected the foresight of the Campus Planning Committee.

Construction began on 16 June 1961, with the Garff, Ryberg, and Garff Construction Company and Okland Construction Company receiving the contract. Fred Markham, who designed the student union buildings at both the University of Utah and Utah State University, was architect. Thirty-four months later, at a cost of more than \$6,000,000, the student center stood completed.<sup>81</sup> Larger than the student centers of the University of Utah and Utah State University combined, it is one of the largest, most functional student service buildings in America today. In October 1968, four years after the building was completed, 34,328 persons were counted entering the building in one day (some probably entered more than once).

Among a multitude of facilities and services provided on the first floor of the new building were a University post office, a twenty-lane bowling alley, a games center, a barber shop, a photo studio, a hobby shop, music audition rooms for the Program Bureau, and accommodations for a credit union operated by the faculty and staff. The second floor housed a ballroom large enough to accommodate 2,000 couples at one time, a cafeteria with adjoining snack bar large enough to seat one thousand persons, a two-story bookstore, a motion picture theater, a small art library and listening library in the Memorial Room, along with an information area and several lounges. The third floor contained the upper extension of the ballroom, a dozen business offices, banquet and luncheon rooms, and faculty conference rooms. The remaining floors were built considerably smaller in area than the three lower floors. The fourth floor provided offices for student government. The fifth floor was designed for fifteen offices and

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81. Ibid.



workshops for student publications. The top floor featured a skyroom for dining and dancing with a panoramic view of the surrounding area. More heavily utilized than any other building on campus, the student center has become the meeting place for students and members of the campus community, providing social diversion from the classroom. Because of the method of financing proposed by Wilkinson and approved by the Board of Trustees, the building was completely paid for at the time of its dedication on 3 April 1965.

At a Board meeting held shortly before the dedication ceremonies, President Wilkinson was asked by President McKay to leave the room while the Board discussed a confidential matter. Wilkinson afterwards explained that he wondered whether his building proposals had cost so much that the Board was going to fire him. On being invited back into the meeting he was startled to be informed that the new building would be named after him. Wilkinson expressed his gratitude to the Board and later wrote President McKay, "This is truly a magnificent building. Now that we have it, we don't know how we could have done without it. This reminds me of the statement of Kiefer Sauls [school treasurer] when I came to the campus, who said, 'The only time you will ever be crowded on the campus is when you get a new building.' I found that can be true."<sup>82</sup>

### **Physical Plant Building**

Six months after work began on the Wilkinson Center, construction started on the Physical Plant Building. This was not an academic building project, but it provided facilities for the growing Department of Physical Plant in charge of maintenance and construction projects on campus. While there had been a need for this building, the administration felt that other academic and housing units should have priority. By 1960, however, the project could not be put off much longer. Wilkinson pointed out in a private conference with the

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82. Wilkinson to McKay, 11 March 1965, David O. McKay Papers, Church Historical Department.





Physical Plant Building nearing completion of construction in 1962. After his retirement, the building was named in honor of Sam F. Brewster.

President of the Church that the staff and operations of the physical plant were scattered about campus in twenty-six inadequate temporary buildings, creating large administrative headaches. President McKay then authorized President Wilkinson to “proceed forthwith with the planning of the Physical Plant Building.”<sup>83</sup> The original projection called for an expenditure of \$975,000.

Construction on the Physical Plant Building began on 15 December 1961 and was completed on 21 September 1962.<sup>84</sup> The building, named the Brewster Physical Plant Building in honor of Sam F. Brewster, included administrative offices for the Physical Plant Department, a drafting room, a warehouse for building and maintenance supplies, electrical, carpentry, air conditioning, plumbing, painting, and typewriter repair shops, storage space for grounds maintenance, a motor pool, and an automotive repair shop for the maintenance of University vehicles.<sup>85</sup> Constructed on two levels in the shape of a square with an inner court for vehicular accessibility, the structure, which actually cost \$950,000, was finished in the standard golden buff brick. With 83,853 square feet of space,<sup>86</sup> the Physical Plant Building became one of the most useful facilities on campus. Designed by Lorenzo S. Young and Partners and built by Paulsen Construction Company, the building was constructed on a convenient site at the southeast corner of campus. As evidence of the University’s efforts to abide by the Board’s directive to cut costs in construction, the Physical Plant Building was the least expensive building on

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83. Memorandum of meeting of Ernest L. Wilkinson with Delbert L. Stapley and David O. McKay, 6 July 1960, Wilkinson Presidential Papers.

84. During excavation for the foundation of the structure, workers uncovered an old junk yard of materials. A discovery of some mastadon bones set geologists at the University to rejoicing, but when workers later discovered a model T Ford even deeper, there were some good-natured taunts. Investigators later learned that the vehicle, along with much other debris, had been left in a gulley and had been covered over, whereas the bones were found in the upper bank of the ravine.

85. Hatch and Miller, “Physical Plant History,” 7:1:33.

86. “Permanent Buildings Constructed, 1951-64.”

campus built after 1950. It cost \$11.27 per square foot to construct, compared to \$23.56 per square foot for the Alumni House and \$18.22 per square foot for the library.<sup>87</sup>

### **Franklin S. Harris Fine Arts Center**

The last major academic structure to be erected during the 1957-64 period of the Wilkinson era was the fine arts center, which had first been proposed in the fall of 1954 as part of the 1955 budget request. Other projects took precedence then, as they did in the 1956-57 budget request for the student center. The 1958 budget called for funds to plan for the administration building, the library, and the student commons building, and once again the fine arts center received only secondary consideration.<sup>88</sup> But the revised campus plan anticipated the urgent need for construction of a fine arts center which was planned as a part of the new quadrangle north of the library. Drama, music, speech, art, communications, and numerous other departments were in need of sophisticated equipment and ample space. Stage and theater facilities on campus were embarrassingly inadequate. Rehearsals for dramatic productions were held in the Joseph Smith Memorial Building in shifts, one starting in the afternoon, another in the evening, and the other around midnight. Musical concerts were staged in the Smith Fieldhouse where the acoustics were poor.

Obstacles to be overcome in gaining approval for the fine arts center included other construction priorities, clearance with the Church Building Committee, and the projected cost. The Board was presented with a \$5,000,000 proposal, most of which (unlike the money for the student union building) would have to be provided by the Church. President Wilkinson presented his proposal on four occasions before obtaining final approval. Indeed, after approval was first given, the proposal was reconsidered by the Board on two different occasions. The building plans were approved in the summer

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87. Ibid.

88. Ben E. Lewis to Ernest L. Wilkinson, 16 December 1957, Wilkinson Presidential Papers.



of 1959 with the understanding that the Church would provide eighty percent of the total cost.<sup>89</sup> The balance would ultimately be obtained from the student building fund.<sup>90</sup>

Because of the enormous cost of the facility, the Board constantly reminded the school to cut all the frills and plan for the most pragmatic, functional structure possible.<sup>91</sup> William L. Pereira of Los Angeles, an architect of international reputation who designed a fine arts center for the University of California at Los Angeles, was engaged to plan the building. Aware of the Board's concern over the cost and following his own Scottish instinct, Wilkinson wrote an architect's agreement which provided that if the bids were higher than the budget authorized, the architect would have to redo the plans. This proved to be a wise stipulation, for when the bids were opened they exceeded the budget. The plans were redrawn at no additional cost to the University so that the second bid would not exceed original cost estimates.<sup>92</sup> The construction contract was finally let to the Alfred Brown Construction Company of Salt Lake City. Work started in June 1962 and was completed in the fall of 1964 at a total cost of slightly more than \$7,000,000, making the fine arts center the most expensive building on campus to that time.

The completed facility was named for former President Franklin S. Harris because of his great contribution to BYU as its president for twenty-four years and because of his love for and support of the fine arts.<sup>93</sup> No building since the library caused as much stir among faculty as the Harris Fine Arts Center. The burst of creative activity which its superb facilities fostered was not unexpected, but the quality of performance

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89. BYU Board Minutes, 3 June 1959.

90. Ibid., 2 September 1959.

91. BYU Executive Committee Minutes, 7 April 1960.

92. Ibid., 12 December 1961.

93. The Franklin S. Harris Fine Arts and the Ernest L. Wilkinson centers were dedicated on the same day, 3 April 1965, by President Joseph Fielding Smith, chairman of the Executive Committee of the Board of Trustees ("Smith to Dedicate Centers: Ceremonies Planned April 3," *BYU Daily Universe*, 22 March 1965; and "Campus Prepares Dedication Ceremony," *BYU Daily Universe*, 2 April 1965).



Harris Fine Arts Center, completed in 1964 and named in honor of former BYU President Franklin Stewart Harris.

which this center made possible was deeply satisfying to those who had carried on with the severe physical limitations of earlier days.

One of the most comprehensive and certainly one of the most functional and beautiful centers of its kind in the nation, the five-level Harris Fine Arts Center covers approximately two acres of land and contains 268,286 square feet of floor space. The structure resembles an immense H formed by four wings connected to a central or grand gallery — measuring one hundred and sixty-five feet long, sixty-five feet wide, and more than fifty feet high — which serves as the main foyer for the entire building. The structure contains a concert hall with a seating capacity of 1,451 and a drama theatre capable of accommodating 612 people. Access to each is from the central gallery. In addition to these two large theatres, there is a 280-seat experimental theatre, a 150-seat arena theatre, and a 436-seat choral rehearsal room that can double as a recital hall. Other facilities include an opera workshop; an art storage area; band and symphony orchestra rehearsal rooms; 64 class, laboratory, and studio rooms; 112 offices and conference rooms; 57 music practice rooms; 26 speech practice cubicles; theatre storage, scenery, and dressing rooms; drama and rehearsal areas; lobby and foyer areas; and television, radio, audio-visual, and recording rooms.<sup>94</sup> While it was designed as and is a utilitarian structure, the Harris Fine Arts Center has become a showplace celebrated throughout the West.

### **Cougar Stadium**

Although BYU possessed one of the worst records in inter-collegiate football, school spirit and local support usually guaranteed large attendances at home football games. The old stadium, off the brow of Temple Hill west of the Smith Family Living Center, was altogether too small for the school's

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94. Hatch and Miller, "Physical Plant History," 7:1:47-49; and "BYU Awards Contract for New Fine Arts Center," *BYU Daily Universe*, 19 June 1962.



enrollment. In any event, it was faced with eventual destruction because of the anticipated construction of a large physical education building which planners felt should be built near the Smith Fieldhouse.

Following the basic plan of having an athletic corridor that ran north and south on the west side of the campus, planners wished to place the new stadium on the extreme north end of the corridor, away from the campus on a large site with adequate parking space. Purchase of the necessary thirty-five acres of land began early in 1959.<sup>95</sup> The real estate, located between 1600 and 1875 North and just east of Provo Canyon Road and north of Helaman Halls, cost about \$475,000. In addition to the stadium site, the land purchases provided parking space for 2,728 automobiles.

Since facilities for intercollegiate sports could not be constructed using Church tithing funds, other means of financing had to be arranged. The total expenditure in connection with the stadium construction, amounting to \$2,477,818, was financed as follows:

Stadium Gifts (primarily from U.S. Steel, which donated large amounts of steel)	\$ 527,595
Student Building Fees	207,144
Notes Payable to the BYU Development Fund (practically all repaid afterwards)	1,543,079
Athletic Fund	200,000
Total	<u>\$2,477,818</u> <sup>96</sup>

A Stadium Fund Drive, spearheaded by Dr. DaCosta Clark, was initiated in the fall of 1963 to raise money to help pay back the funds temporarily advanced by the Development Fund program of the entire University. Almost \$800,000 was raised through this campaign, primarily through the sale of season or lifetime seat passes for football games.<sup>97</sup> Subsequent stu-

95. Ben E. Lewis to Ernest L. Wilkinson, 31 August 1961, Wilkinson Presidential Papers.

96. Lyman J. Durfee to Ernest L. Wilkinson, 29 December 1965, Wilkinson Presidential Papers.

97. Raymond E. Beckham to Ernest L. Wilkinson, 24 October 1966, Wilkinson Presidential Papers.



Cougar Stadium, completed in 1964.  
This facility was financed through  
private contributions and revenue  
from Auxiliary Services operations.

dent building fees also were used to repay the money borrowed from the Development Fund.

After the 2 June 1962 approval of the Board of Trustees, construction began, with Tolboe Construction Company of Salt Lake City and Pittsburgh-Des Moines Steel Company of Provo implementing the plans of architect Fred L. Markham.<sup>98</sup> Completed prior to the beginning of the 1964 football season, the stadium contained seating for 30,000 spectators. A rubberized asphalt track originally enclosed the field. In 1974, a new synthetic material (Chevron 440) replaced the earlier track. A two-level pressbox, large enough for 120 reporters, was set above the west stands. Team dressing rooms, storage areas, and food preparation facilities were located under the seating areas.<sup>99</sup> A 4,800-seat addition was constructed in 1966. The enclosed areas under the stadium (32,776 square feet in 1964 and 80,300 square feet by 1972) have been used by various departments, including the seminary and institute system.

The stadium was first used in October 1964, but it was not dedicated until it was completely paid for in 1970. Ezra Taft Benson gave the dedicatory prayer. A block Y was erected at the north end of the football field for the traditional torch-lighting ceremony at the beginning of each home game. New Mexico defeated BYU by a score of 26 to 14 in the inaugural game on 2 October 1964. Two years later, BYU played Wyoming in the last conference game of the season for the championship. Wyoming won the game by a score of 47 to 14 before a crowd of 38,333 persons, the largest attendance at any athletic contest in Utah.<sup>100</sup> Besides BYU football games, the stadium has been the site of numerous track and field events, including two NCAA championship meets.

### **Dairy Products Laboratory Building**

The last major academic building to take its place on the

98. Hatch and Miller, "Physical Plant History," 7:2:148.

99. Ibid.

100. David A. Schulthess to Ernest L. Wilkinson, 24 February 1975, Wilkinson Presidential Papers.





BYU Dairy Products Laboratory,  
located near the Deseret Towers  
student housing complex. The building  
was completed in 1964.

BYU campus during this period was the Dairy Products Laboratory Building, partly funded and operated by Auxiliary Services. Prior to November 1964 the University dairy operated from a temporary quonset building north of the Central Heating Plant, but, as enrollment grew, the College of Biological and Agricultural Sciences was able to justify a curriculum in dairy processing. Plans were drawn by Lorenzo S. Young of Salt Lake City, and Tolboe Construction Company was the general contractor for the new building. The site chosen was on the northeast corner of campus east of the present site of the Marriott Center. Nine months were required to erect the \$430,000 building with 21,170 square feet of floor space, containing a storage area and mechanical rooms in the basement, a service dock, a can washing room, a processing room, a refrigeration room, a cheese curing room, a sales room where customers could purchase dairy products, a testing laboratory, and an office.<sup>101</sup>

### **Miscellaneous Smaller Buildings**

Besides the major units constructed on campus between 1957 and 1964, several smaller building projects were conducted. These included a Zoological Research Laboratory at 535 East 800 North, built to house research and other academic activities; an engineering machine shop south of the Fletcher Engineering Building which underwent various additions; a physical plant greenhouse erected in 1963 to raise plants for eventual use in campus buildings; a Herbarium and Range Science Laboratory on the south edge of the main campus; and a boathouse at Utah Lake constructed to house equipment and provide research facilities for the College of Biological and Agricultural Sciences. Major additions to already existing facilities included a modern physics laboratory built under the Eyring Science Center. The prime reason for this addition was to provide a well-shielded location for installation of a nuclear accelerator. A planetarium was added to the Science Center in 1957, and a twenty-four-inch telescope

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101. Hatch and Miller, "Physical Plant History," 7:1:54.

was mounted in the observatory dome in 1959. The planetarium was named for Hyrum B. Summerhays, a generous contributor to the planetarium building program.

The most important purchase of homes and buildings was that of the two-story Page Elementary School property at 1650 North Canyon Road in 1958. Primarily purchased for the land, the school has nevertheless been used for women's physical education activities, life sciences laboratory work, and, more recently, as a repair shop for the Department of Electronic Media.<sup>102</sup>

### Utility Construction

Besides the visible buildings, progress was made in utility construction. Heating, air conditioning, electricity, water, and sewage systems were vastly improved and streamlined. Development of a system for heating by means of high temperature water under pressure was one of the primary innovations. It enabled most major campus buildings to be heated by the central heating plant, which has received continual additions through the years. Later, a chilled water plant was added to the heating plant complex. The utility costs involved in operating the campus increased from \$112,973 in 1957 to \$438,002 in 1964-65.<sup>103</sup>

### Grooming the Grounds

Sam Brewster envisioned not only a large campus but one that would be beautiful, well ordered, and well manicured. He suggested five factors which contributed to the improved appearance of campus:

1. The buildings, incorporating principles of attractive, contemporary design, were of similar color and made from similar materials.
2. With the removal of most temporary buildings, landscaping was vastly improved.

102. *Ibid.*, p. 4.

103. In 1957 the school operated on the basis of a calendar year; in 1964 it was on a fiscal year system running from September through August of the following year.





Sod cutters preparing to transplant grass to a new campus location. This crew is representative of the fine BYU groundskeeping force.

3. The campus plan resulted in a compact and yet uncrowded visual setting complemented by the beautiful Wasatch Mountains.
4. The buildings were large enough to accommodate the needs, and most were constructed so as to allow for additions.
5. All of the buildings and facilities were well maintained inside and out, making the campus one of the cleanest and tidiest anywhere.<sup>104</sup>

One of the men very much responsible for the improved looks of the campus under the supervision of Sam Brewster was Karl A. Miller.<sup>105</sup>

Almost invariably, those who visit the campus proclaim it to be one of the most beautiful in America.

### **A Successful Building Program**

The growth of the physical plant kept up with increases in enrollment between 1957 and 1964. During that time the value of the total physical plant at BYU increased two and

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104. Transcribed interview of Sam F. Brewster by Richard E. Bennett, 7 July 1974, BYU Archives, p. 3.

105. Miller came to BYU in January 1934 during the Harris Administration as an assistant to B.T. Higgs on lower campus. J.W. Sauls (father of Kiefer Sauls) was custodian of all the facilities on University Hill, which consisted of three buildings, a heating plant, the campus grounds, and the farm operations on land acquired for future expansion. One morning, as was normal, Sauls left home between 5:00 and 6:00 to see if the heating plant was functioning normally. When he had not returned by noon, his son Kiefer went to the heating plant where he found his father dead on top of the boiler. A damper on the smoke stack which regulated the mix of air and gas for proper combustion had malfunctioned, causing incomplete combustion and diverting poisonous gas out into the boiler room. In his efforts to reach the damper and make the correction, J.W. Sauls was overcome by the gas. After the death of J.W. Sauls in 1935, Higgs was transferred to upper campus to take Sauls's place. Miller was made superintendent of buildings and grounds. His service to BYU continued for thirty-nine years until his retirement in 1973. These three men — B.T. Higgs, J.W. Sauls, and K.A. Miller — with limited assistance from others, maintained the buildings and grounds of BYU through the depression and two world wars.



one-half times. In 1957, the combined worth of all University buildings, equipment, library books and holdings, property, and all other materials stood around \$30,000,000. By August 1964 the facilities were worth almost \$80,000,000, representing a growth of approximately \$50,000,000.

There were several reasons for the success of the building program. First, enrollment consistently increased, necessitating expansion of facilities. Second, Wilkinson took great care in his presentations to the Board, giving this his first priority despite uneasiness on the part of some faculty members that academic matters were not receiving sufficient attention. Third, the Trustees were influenced by the argument that generally these buildings were to have a dual function as academic centers and meeting places for campus wards and stakes.<sup>106</sup> Fourth, while the Church assumed the primary responsibility for financing the building program, other means of assistance, such as the student building fee of thirty dollars per year for each student and the fund-raising activities of the Alumni Association and the Destiny Fund under Noble Waite, helped persuade the Board.<sup>107</sup> Fifth, the BYU administration, under the supervision of William F. Edwards, Joseph T. Bentley, and Ben E. Lewis, always stayed within its annual operating budget and returned unspent appropriations to the Church. Sixth, the masterful planning and competent administration of Sam Brewster, Fred Markham, and Ben Lewis encouraged competence on the part of architects and contractors. Seventh, and most important, Church authorities continued their liberal support of the building program because they were convinced that the school was successfully fulfilling its destiny of improving the quality of student life, teaching the principles of the gospel of Jesus Christ, and inculcating the admonitions of modern-day prophets into the academic curriculum.

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106. Ernest L. Wilkinson to Wayne B. Hales, 5 July 1960, Wilkinson Presidential Papers.

107. The student building fee is still collected and now (1975) nets more than \$750,000 a year.



## Construction Fatalities

The building of a large and beautiful campus unfortunately cost far more than money. Four construction workers lost their lives in accidents while working on the erection of new buildings during the Wilkinson years. On the afternoon of 2 September 1954, Mina A. Beauregard, a masonry caulker on the David O. McKay Building, died in a twenty-foot fall from a scaffold which collapsed when a supporting cable broke.<sup>108</sup> Nine years later, on 16 July 1963, while working as an electrician on the Harris Fine Arts Center, Clifton G. Adams of Wasatch Electric Company was helping push a 2,500-pound switchboard down a tunnel into position when it fell on him. He was dead on arrival at Utah Valley Hospital.<sup>109</sup> A third construction fatality, Oscar Theodore Mower, was buried alive late in the morning of 28 February 1964. He and his partner had been working on a pipeline trench on the north end of the Richards Building construction site near the baseball diamond. At the time of the mishap, the trench was roughly ten feet deep. Apparently, the weight of the frozen ground near the surface caused the softer ground underneath to give way. Mower's fellow worker scrambled high enough so that he was only buried to his shoulders.<sup>110</sup> Later that same year, on 11 December 1964, thirty-two-year-old Keith W. Sharp was working on the Richards Building as a construction superintendent for Garff, Ryberg, and Garff Construction Company. Operating a lift truck, he was hoisting mixed concrete to an upper floor of the new building when the machine tipped over, threw him out of the cab, and then rolled over, pinning him to the ground. Mr. Sharp was dead on arrival at Utah Valley Hospital.<sup>111</sup>

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108. "S.L. Worker at BYU Dies in Fall," *Salt Lake Tribune*, 3 September 1954.

109. "Y Construction Accident Takes Life of Foreman," *Salt Lake Tribune*, 17 July 1963.

110. "One Killed, One Injured in Construction Cave In," *BYU Daily Universe*, 2 March 1964.

111. "Lift Truck Operator Killed in Accident," *BYU Daily Universe*, 14 December 1964.

While all of these men were employees of the contractors rather than BYU, and their families received the statutory compensation provided for their deaths, this can never compensate for the supreme sacrifice they made in the construction of buildings to be used for the benefit of their fellowmen. BYU owes a special debt of gratitude to these men and their families.

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# Realizing Academic Aspirations

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While the dramatic increase in the size of the physical plant was the most visible characteristic of the Wilkinson years, the real work of the University, as always, was accomplished in individual classrooms. Competent and dedicated faculty members struggled to maintain the friendly spirit of a small school as enrollment transformed BYU into the largest private university in America. The faculty and administration also worked together to ensure that academic programs kept pace with the physical growth of the institution. By the end of the Wilkinson Administration, BYU included thirteen undergraduate colleges and the Graduate School.

## **College of Biological and Agricultural Sciences**

Upon the resignation of Dean Clarence Cottam of the College of Biological and Agricultural Sciences in 1955, President Wilkinson appointed Dr. Raymond B. Farnsworth as acting dean to administer the needs of the college until a permanent successor to Cottam could be named.<sup>1</sup> Dr. Farnsworth had

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1. Much of the material in this section is taken from "College of Biological and Agricultural Sciences History, 1956-71," unpublished typescript in BYU Archives.

previously served as acting dean during Dean Thomas Martin's temporary leave from campus. During his tenure as acting dean, Dr. Farnsworth assisted in preparing preliminary plans for the life sciences building and was instrumental in selecting the site of the Spanish Fork farm.

Succeeding Dr. Farnsworth was Dr. Merrill J. Hallam, who was acting dean from June 1958 to September 1960. Dr. Hallam brought to the deanship unusual competence as a teacher and administrator. Tragically, Dr. Hallam unexpectedly died on 28 May 1960, at an early age, thus cutting short an outstanding career.

After the college operated approximately five years without a permanent dean, Dr. Rudger H. Walker was appointed dean in 1960. Dr. Walker was a scientist of international reputation. After graduating from BYU in 1923 under Dr. Thomas L. Martin, he received his doctorate from Iowa State University in 1927, taught at Colorado State University and Iowa State University, and became dean of the School of Agriculture at Utah State Agricultural College in 1940, a position he held until his arrival at BYU in 1960. Intermingled with this impressive administrative career were assignments as director of the U.S. Regional Salinity Laboratory in Riverside, California, and director of the contract program between Utah State Agricultural College and the Iranian Ministry of Agriculture from 1951 to 1958. Dr. Walker also served as a member of the board of trustees of American University in Beirut, Lebanon, and wrote more than fifty scientific papers.

Walker's administration was characterized by many significant achievements, such as the converting of the vacated Heber J. Grant Library into a museum for the college's artifacts and exhibits, the erection of the general botany and general zoology laboratories, the construction of two greenhouses, and the establishment of cooperation with the U.S. Forest Service in research projects. Continuing the work of his immediate predecessors, he assisted in planning the new life sciences building and was able to see the building named in honor of his beloved mentor, Thomas L. Martin. By



the time of Dean Walker's retirement in 1968 the college had witnessed its greatest growth both in terms of academic programs and physical facilities.

The last of the deans of the College of Biological and Agricultural Sciences to serve during the Wilkinson Administration was A. Lester Allen, who was appointed acting dean in September 1968 and permanent dean in April 1969. Dr. Allen came to the deanship from the Department of Zoology where he served as department chairman from 1965 to 1968. Dean Allen received his undergraduate and graduate training at the University of California at Los Angeles. When he became dean in 1969, enrollment in the college was showing modest but sustained growth, and construction of the new life sciences building was under way. Allen immediately assisted in making important decisions concerning the manner in which the new building was to be utilized. He also worked on curriculum reorganization.

Much of the college's growth during the Wilkinson Administration was a product of the combined efforts of many individuals. President Wilkinson consistently supported the expansion of the agricultural program. The Spanish Fork farm was acquired in 1957. Another substantial development was the authorization by the Board of Trustees in 1961 to offer doctor of philosophy degrees in botany, zoology, and microbiology. The first life sciences museum began in the early 1960s, offering both the University and the Provo community an opportunity to observe artifacts and specimens obtained by the Cluff expedition at the turn of the century. The creation of the Center for Health and Environmental Studies in 1967 involved the University in a sophisticated effort to solve environmental problems.

The Department of Zoology and Entomology has long been an important part of the biological sciences curriculum at BYU. Only five chairmen have led this department since 1925, and one of these, Dr. Vasco M. Tanner, was chairman for thirty-three years. His service spanned the administrations of five University presidents and brought him international recognition. He was instrumental in inaugurating pub-





Professor Vasco M. Tanner and  
students preparing an entomological  
display in 1958.

lication of *The Great Basin Naturalist*, a professional journal which he edited for twenty-nine years. He also helped expand the department's collection of zoological specimens. From 2,500 mammals, 3,000 birds, and 300,000 insects in 1951, the school's collection grew to include 5,000 mammals, 6,000 birds, and 650,000 insects by 1971.

The Department of Bacteriology, organized in 1935, was renamed the Department of Microbiology in 1966 to conform to national trends and to better describe the broad interest of this important academic area. Research received increased emphasis, encompassing such areas as bacterial biophysiology, industrial microbiology, immunology, virology, marine microbiology, and clinical microbiology. Over the years the percentage of premedical and predental students from this area admitted to medical and dental schools has generally been higher than the national average. In recent years the medical technology program has grown in popularity, allowing students to obtain training for occupations in research institutes, food industries, drug industries, clinical laboratories, and government laboratories.

Created in 1967, the Department of Agronomy and Horticulture merged two formerly independent departments. Horticulture enjoyed a long history at the school, beginning during President Benjamin Cluff's administration in the 1890s. But the fortunes of this area of study oscillated during the decades prior to the Wilkinson Administration. John A. Widtsoe gave a great, if temporary, boost to agriculture after the turn of the century.<sup>2</sup> Thereafter, the agricultural program waned until the advent of Thomas L. Martin, who created one of the school's stronger academic areas at a time when the University was struggling with a host of academic deficiencies. His tradition of applied research and teaching excellence was continued by his successors.

The Department of Agricultural Economics was separated from the College of Commerce, becoming part of the College of Biological and Agricultural Sciences in 1955. The growth

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2. See chapter 14, pp. 461-63.



of agricultural business across the country called for a better understanding of the interrelationship of economics and agriculture. The department did research in two areas. The first consisted of analysis of marketing problems in the food industry. This analysis related directly to farm management, in particular to farm management decision making. The second area, under the supervision of Dr. Lowell Wood, was the BYU Indian Assistance Program in agriculture and home management, principally concerned with economic development on Indian reservations in the United States and Canada as well as among Indian people in Mexico and South America. Dr. Raymond B. Farnsworth spent a great deal of his time, with unusual success, in setting up agricultural programs on various Indian reservations.

The Botany and Range Science Department was once cataloged under botany, although instruction in range science had been for decades an integral part of the course offering. Until the formation of the first colleges in the early 1920s, botany was taught as a part of the Biology Department. Thereafter it became the Botany Department, and in 1970 the name was changed to the Department of Botany and Range Science because of expanded emphasis on range science work. Bertrand F. Harrison was chairman of the Botany Department from 1935 to 1958. Acclaimed as a researcher, he was also noted for his teaching, receiving the Karl G. Maeser Distinguished Teaching Award in 1966. While the department sometimes suffered from a shortage of facilities, the period from 1954 to 1971 saw this situation change abruptly as a new greenhouse, an arboretum, a herbarium, fossil plant collections, and an electron microscope were added. The acquisition of a Hitachi Hulle transmission electron microscope especially assisted botany research.

In accordance with other University changes, the title of the Department of Animal Husbandry was changed to the Department of Animal Science to more accurately reflect a broader range of research and curriculum. Dr. Phil Shumway was department chairman from 1962 to 1974, supervising the augmentation of dairy and beef herds, poultry development,



and increased productivity of the Dairy Products Laboratory. One of the great agriculture teachers at BYU during this period was Grant Richards. Prior to his sudden death in 1965, Richards taught for twenty years at BYU. At the time of his death his own dairy herd was one of the leading prize-winning herds in the state. He also had helped to develop the BYU dairy herd to a prize-winning level. He was a member of the board of directors of the Holstein-Frisian Association of America. While this area has never been large in size at BYU, it has had important impact. The quality of the program in animal science grew remarkably during the years from 1955 to 1974, and the present coursework is based upon the solid foundation laid during this formative period.

### **College of Business**

The College of Commerce, which became the College of Business in 1957, benefitted immensely from the leadership of Dean William F. Edwards from 1951 to 1957.<sup>3</sup> This period marked the beginning of a new era in business education at BYU and witnessed an expansion beyond the expectations of the faculty and administration. In addition to reorienting student goals when Weldon J. Taylor became dean in 1957, the college evaluated itself academically and administratively. One problem was the need to consolidate small and unwieldy departments into the departments of Accounting, Business Education and Office Management, Business Management, and Economics.

The Department of Accounting, emphasizing management accounting, public accounting, and governmental accounting, grew substantially from 1957 to 1974. Curriculum revisions were made in response to the impact of computer technology on accounting and information control programs; the department was also responsible for the school's first electronic data processing equipment. The faculty grew nearly

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3. Much of the material in this section is taken from Edward L. Christensen, "College of Business: A Century of Progress at BYU," 15 September 1973, typescript in BYU Archives.

two and one-half times in size during the years 1958 to 1973, and the number holding doctorate degrees multiplied nearly eight times, from two in 1958 to fifteen in 1973. In addition, nineteen of the twenty-two accounting faculty members were certified public accountants, and all of the faculty had accumulated substantial public, industrial, or governmental consulting and accounting experience. The culmination of the growth and maturity of the Accounting Department was the Master of Accountancy program, which became fully operative in 1971 at the end of the Wilkinson Administration. Robert J. Smith, a faculty member of the Accounting Department who became associate academic vice-president of BYU, led the nation in his score on the national examination for certified public accountants.

In 1957 the Department of Business Education and Office Management offered courses in business English, report writing, and office operations. By 1971 the curriculum had been revised to offer undergraduate majors in business teaching and office administration, along with a two-year secretarial program, an executive assistant program, and courses in graduate business education. In 1958 the department had one teacher with a doctor's degree, eight with master's degrees, and one with a bachelor's degree. By 1973 the department had twelve teachers with doctorates and two with master's degrees.

The teaching of economics at BYU began in the 1890s and traditionally supported business classes. However, the economics program at BYU in recent decades, especially after 1960, experienced tremendous change and growth as the discipline of economics itself was drastically reoriented. During the 1940s, A. Smith Pond, head of the department, stressed a nonmathematical approach to the study of economic policy; microeconomics (the theory of the firm or individual unit) and macroeconomic (application of national production and consumption data and analysis) became common elements of an introduction to economic theory. With the advent of computers, economics became much more mathematical. This new approach came to be known as





Business management students, along with professors Glen T. Nelson (standing) and Herald R. Clark (seated) in 1957.



econometrics. BYU has kept abreast of these changes and has offered students a high level of training in the theories and practical aspects of the discipline. The department broadened its undergraduate offerings from five courses in 1957 to twenty-four classes in 1973. The permanent full-time faculty from 1958 to 1973 increased approximately two and one-half times, while the number of faculty holding doctor's degrees increased from four to thirteen.

The Business Management Department came into existence primarily as a result of a study made to determine the best approach to teaching business management principles. It was created in 1958 from the Finance and Banking, Industrial Management, and Marketing departments. As with companion departments, the period from 1958 to 1973 saw the number of faculty members in this department double, while the number of those holding doctoral degrees tripled, from four in 1958 to twelve in 1973. One of this department's signal accomplishments was the inauguration of the Master of Business Administration program which became operational in 1961 with an initial class of thirteen. This two-year course has become increasingly more competitive and its students increasingly better qualified.

The newest and already one of the most productive departments in the College of Business is the Department of Organizational Behavior. After World War II, four BYU faculty members became involved with the National Training Laboratories program, which was devoting its study to human behavior in the urban-industrial setting. In the fall of 1971 the new department began teaching classes with a full-time faculty of seven, all with doctoral degrees. In addition, two professors from the Department of Psychology and two from the Department of Political Science taught organizational behavior on a part-time basis. The department offers no undergraduate degree; it has only a two-year master's degree program that requires its students to complete an approved and carefully monitored internship experience, which has been very effective.

William F. Edwards and Weldon J. Taylor were the only

deans of the College of Business from 1951 to 1974. They meant to this college what President Wilkinson and his associates meant to the University as a whole during the tremendous physical and academic growth of this period. The remarks of two respected scholars, David Riesman and Christopher Jencks, concerning Mormons in higher education for business, best summarizes the legacy of the College of Business: "With the possible exception of the Mormons, who have brought to higher education the same enormous communal zeal as to other activities in the state of Utah, no religiously oriented culture has so far managed to grapple with modern industrial society in the United States in a way that is satisfactory to the most sensitive and talented."<sup>4</sup>

### College of Education

Always one of the mainstays of BYU academics, the College of Education kept pace with growing enrollment from 1957 to 1971.<sup>5</sup> Antone K. Romney was appointed assistant dean in 1957, functioning in that capacity until 1960, when he became dean of students at BYU for two years. Serving as dean of the College of Education from 1962 to 1969, Romney's wide educational background and his deep spiritual commitment were reflected in the accomplishments of his administration. Under Romney's leadership, BYU's education program was fully accredited by the National Council for Accreditation of Teacher Education. He established an advisory committee, including all of the University deans and department chairmen, which coordinated interdisciplinary problems related to teacher training. Equally significant was the organization of a University council which centralized the control of teacher certification. Dean Romney also supervised curriculum changes. As new emphasis was placed on training teachers for junior colleges in the late 1960s, BYU kept pace by offering

4. Nevitt Sanford, ed. *The American College* (New York: John Wiley & Sons, 1964), p. 94.

5. Much of the material in this section is taken from Enid R. Anderson, "History of the College of Education, Brigham Young University," 1 October 1972, typescript in BYU Archives.





Students in a music for secondary  
teachers class, 1957.



certification courses. The college also increased offerings in special education methodology, the training of secondary teachers, and audio-visual support systems.

Brigham Young High School, an adjunct to the College of Education for decades, provided a laboratory for the training of students to become teachers. It was very successful, but by 1968 the number of BYU students entering the teaching profession had become so large that only a relatively few could be trained at Brigham Young High School. The administration therefore decided to close the school, an action which would permit its budget to be used for other University purposes. The training of students thereafter was done in high schools, largely in Utah, but also in states as far away as Florida.

Among the most imaginative innovations which the College of Education has developed recently is the off-campus doctoral program which has enabled a number of administrators, mainly from Southern California, to complete carefully individualized doctoral programs by enrolling in classwork taught by BYU professors at off-campus bases during the school year and at BYU during summer sessions. This has proven to be a popular, if demanding, program. In the fall of 1968 the Association of Elementary School Principals of Los Angeles began staff development and administrator retraining programs to satisfy the needs of its members in handling school problems. Exploratory contacts were made with several institutions of higher education in California and some from outside the state, and BYU was chosen to establish a meaningful doctoral course for these educators.

Since its inception, the Intern Doctoral Program has grown to include courses for people seeking degrees in each of the four departments of the College of Education. Los Angeles elementary school principals composed the first group of IDP doctoral candidates. Since awarding degrees to its first group, the program has grown to include around 300 additional educators throughout California, Nevada, Hawaii, and Utah. The course is basically a two-year program beyond the master's degree, including a residence requirement of two

successive summers on campus, an interim year of planning, and implementation of a professional project which focuses on self-change, staff change, curriculum change, and community involvement while the student attends monthly seminars in his home area. This is followed by the development of a doctoral study resulting in a dissertation.<sup>6</sup>

The College of Education continues to uphold the reputation it acquired in the days of Maeser as being an outstanding trainer of teachers and school administrators in Utah and throughout the West.

### **College of Family Living**

Dr. Marion Pfund left a legacy of improvement, expansion, and excellence to the College of Family Living, the first of its kind in the country.<sup>7</sup> In the summer of 1958, she was succeeded as dean by Jack B. Trunnell, a physician with a special interest in certain areas of this college. Although Dean Trunnell generally followed the pattern established by Dean Pfund, he worked to establish communications between the College of Family Living and faculty members in other related disciplines. He also began a Heritage Halls Research Committee to work in cooperation with housing personnel and representatives of the administration.

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6. Educators have expressed high praise for the IDP. William J. Johnston, superintendent of the Los Angeles City School District, wrote, "I have been impressed with the practical approach of the Brigham Young Experimental Intern Doctoral Program and the commitment of the University to those in the program. The benefits of the program have come, not only to the graduates but, in our case, to districts as well" (Johnston to Dean Curtis N. Van Alfen, 10 December 1974). Dr. William Dressler, principal of the El Camino High School in Carmichael, California, wrote, "I have been involved in many educational experiences in my life. . . . Each demanded a special type of training and self-renewal that I finally found offered at this university. . . . It was a first real taste of a practical, realistic, humanistic, learning experience. . . . Experiences at Brigham Young University have been inspiring, warm, life-developing, emerging happenings that have had impact in the lives of many people and programs" (Dressler to Van Alfen, 6 August 1974).
  7. Much of the material in this section is taken from Virginia B. Poulson, "History of the College of Family Living," unpublished typescript in BYU Archives.



Except for the combination of the departments of Housing and Design and Economics and Management of the Home in 1958, the departmental organization of the College of Family Living remained unchanged from 1954 until 1961. During the latter year, through the efforts of Eleanor Jorgensen, the Alpha Tau chapter of Omicron Nu, the national home economics honor society, was started. Enrollment of majors in the college increased from about 200 in 1954 to 950 in 1962, even though the national enrollment of home economics students declined during this period. In the summer of 1961, Dr. Trunnell was released as dean of the College of Family Living and was appointed acting director of the Brigham Young University Health Center. In 1962 he was given his own separate research facilities and named professor of developmental biology and director of nutritional research.

Virginia Cutler was asked to serve as dean of the college when it was still in the planning stages, but she felt that she could not leave the University of Utah because the Sterling Sill Center had just been built with the understanding that she would direct the Family Living studies envisioned for that building. She later left the University of Utah to serve as a technical adviser for the United States International Cooperation Administration to home economics teacher-training colleges in Thailand. By 1961 she was free from this obligation and was able to accept the deanship at BYU. Upon entering her new position, she was encouraged by the excellent facilities of the Joseph F. Smith Family Living Center. The college nursery school laboratories accommodated 150 children daily. Enrollment figures for 1960-61 showed that there were 939 students taking classes in the Department of Clothing and Textiles; 875 in Food and Nutrition; 562 in Home Economics Education; 710 in Housing and Home Management; and 3,877 in Human Development and Family Relations, for a total of 6,953. Within the college, most majors enrolled in teacher certification courses for elementary and secondary school teachers. Thus, the College of Family Living was one of the largest home economics training centers in the nation.

In 1961 the University initiated the Joseph F. Smith Family



Living Award, to be given annually to a man or woman or married couple in the Church or Intermountain area who had made a unique contribution to successful homemaking. This contribution was to be measured in terms of the success made of the recipient's own family and his interest in and support of Church and public organizations.<sup>8</sup>

Campus Couture, a student-managed business under the direction of the Clothing and Textiles faculty, proved to be a successful venture, providing occupational training and some income for participants. Group sewing projects for College of Nursing uniforms, band uniforms, and pep club costumes gave sewing students practical experience. Dean Cutler also strengthened the housing consultant service offered to student residents of campus housing.

As an outlet for research, *Family Perspective* was initiated in the spring of 1966. It provided the opportunity for faculty and graduate students to disseminate their research findings to other universities and to BYU alumni. MacCene Grimmer, supervisor of payroll for the University, contributed \$1,000 to make possible the first printing. The journal, edited by faculty members, became recognized nationally. Family life conferences, cosponsored by local and state organizations, were started in 1963.

In September 1966, Dean Cutler accepted a visiting professorship at the University of Ghana in Africa under the sponsorship of Cornell University to establish a degree program in family living. Dr. Blaine R. Porter, who had served as chairman of the Department of Child Development and Family Relationships for ten years and who was returning from a

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8. Recipients of the Joseph F. Smith Family Living Award have included Mr. and Mrs. Eugene Hilton in 1961, Virginia F. Cutler in 1962, Belle Wilson Hales in 1963, Mr. and Mrs. Clawson Cannon in 1964, Sarah E. Zundel in 1965, Mr. and Mrs. Lafayette Holbrook in 1966, Mr. and Mrs. Stephen Ray Boswell in 1967, Mr. and Mrs. George Jorgensen in 1968, Christina L. Madsen in 1969, Mr. and Mrs. Don Carlos Wood, Sr., in 1970, Mr. and Mrs. Harvey L. Taylor in 1971, Mr. and Mrs. Walter E. Clark in 1972, Mrs. Wasel Black Washburn in 1973, Mr. and Mrs. James A. Kartchner in 1974, and Stella Harris Oaks in 1975.



A BYU student conducting a nursery school class in connection with the Human Development and Family Relationships Department in 1961.



sabbatical leave, was appointed acting dean. Dr. Porter had been a Fulbright research scholar and visiting professor at the University of London. The following year, when Dean Cutler resigned her deanship, Dr. Porter replaced her. He believed that changes in the American way of life demanded new kinds of training. Enrollment in the college was still growing rapidly, and job opportunities for graduates were more abundant than ever. Under Porter's administration, the Family Consultation Center and the Family Research Center were established.

Even with these strong college programs, it was the individual departments that did the main work of the College of Family Living. In fall semester 1966 the Department of Child Development and Family Relationships was composed of fourteen faculty members, with seven holding doctoral degrees. At that time it served a total of 2,412 students in regular classes and 176 students in evening classes. The department also had fifty-one degree-seeking graduate students and operated eight child development laboratory groups. In 1973 the faculty was composed of twenty-two faculty members, of whom eighteen held doctoral degrees. It served 4,886 students in regular classes and 460 in evening classes, had ninety-five degree-seeking graduate students, and operated fourteen child development laboratory groups, of which two were held in public schools. From 1966 through 1972 the department awarded a total of ninety graduate degrees, including twelve doctorates.

The period from fall 1966 to fall 1973 was one of sustained growth and change in the Clothing and Textiles Department. From an enrollment of 2,023 with twenty-three graduate students, eighty-six courses offered, and 164 majors, the department grew to an enrollment of 2,553 with sixty-two graduate students, 113 courses offered, and 408 majors in 1972-73. New courses added to the curriculum included three classes in fashion merchandising, one in textiles, and one in mass production. A survey of students graduating from the department between 1969 and the early 1970s showed that of



those seeking jobs, seventy percent had been employed in fields related to their major.

The Department of Housing and Home Management was reorganized in 1969 as the Department of Family Economics and Home Management. The number of majors in the department, never large, has gradually increased. In addition, the department fills an important function by providing classes required of students majoring in other areas.

In 1966 the Department of Food Science and Nutrition consisted of three professors, three instructors, and approximately eighty majors, most with a dietetics emphasis. The College of Family Living and the College of Biological and Agricultural Sciences agreed that a food science program, previously administered by the Department of Animal Science, should be transferred to the Department of Food and Nutrition. The department name was changed to Food Science and Nutrition, and curriculum changes were made by exchanging courses in foods and nutrition and in dairy technology for new courses in food science. During this period a small but significant research program in nutrition was started, and this has grown both in size and quality over the years.

The Department of Interior Design was organized to help students create homes that are representative of the finest expressions of family life, both for themselves and for their clients. The curriculum provides a program for both professional and nonprofessional designers, as well as for all students desiring to become knowledgeable about the principles involved in creating home environments in good taste. In recent years this program has been nationally recognized.

From 1961 to 1969 the classes in interior design were in the Department of Housing and Home Management. In 1969 the interior design classes were taken from the Department of Housing and Home Management, and a new department, the Department of Environmental Design, was established. The department offers majors in environmental landscape and urban design, environmental product design, environmental

graphic design, professional interior environmental design, and interior environment.

### **College of Fine Arts and Communications**

The flowering of fine arts at Brigham Young University during the Wilkinson years was foreshadowed in the appointment of Karl G. Maeser seventy-five years earlier.<sup>9</sup> He was serving as Tabernacle organist in Salt Lake City when called to Provo to preside over the Academy, and as principal he taught elocution, directed the choir, and insisted that every student pass a test in musical performance before graduation.<sup>10</sup> Progress from such humble beginnings to the present activities within the Harris Fine Arts Center reflects a truly significant growth.

Strong leaders guided the growth of the arts at BYU, and many of their dreams came to fruition during the Wilkinson era. Such a leader was Gerrit de Jong, Jr., appointed in 1925 by Franklin S. Harris as first dean of the newly organized College of Fine Arts — the first of its kind in the Intermountain states. Dean de Jong has been recognized by faculty, students, Church leaders, civic leaders, and by professional colleagues not only as one of the great figures in the building of a strong College of Fine Arts but in the shaping of the destiny of the entire University. De Jong served as dean of the College of Fine Arts for thirty-four years, from 1925 to 1959.<sup>11</sup> His own breadth of interest in humanities, languages, and the arts inspired many to become educated artists rather than narrow artisans.

Conan Matthews was appointed to head the College of Fine Arts in 1959, bringing to the position high professional skills as a painter and art historian, along with high regard for

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9. Much of the material in this section is taken from Oliver R. Smith, "A History of the College of Fine Arts and Communications," unpublished typescript in BYU Archives.

10. James E. Talmage, "Founders Day Oration," *White and Blue*, 20 October 1915.

11. Dr. John R. Halliday served as acting dean during the 1947-48 academic year while de Jong was directing the United States Cultural Institute in São Paulo, Brazil.



individual integrity in the arts and unusual competence as an administrator. He was happiest in encouraging individual aesthetic effort and least content in riding the administrative storms which inevitably ensue when artistic temperaments vie for space or compete for academic status in a period of rapid growth. His prior experience as dean of the faculty for ten years and acting president of Boise Junior College for four years enabled him to synthesize many diverse interests during his administration, but not without effect on his health. The construction of the Harris Fine Arts Center during his term of office was pivotal to the subsequent development of the college.

From the beginning of the College of Fine Arts and throughout its growth, registered majors have approximated one-tenth of the total student enrollment of the University. This statistical constant brought pressure for expanded space as the University grew. Need for theatrical stages, practice rooms, concert halls, speech, and art galleries could not be met in the temporary barracks that were used to house the mushrooming enrollment during the McDonald years. On 12 April 1956, Dean de Jong addressed the general faculty on the urgent necessity for more space. At the conclusion, he said, "Most sermons begin with a scriptural quotation. Mine finishes with one. I read in Roman's [J. Roman Andrus's] book what is reiterated in the Book of John [Halliday] and in the Apocalypse of Harold [Hansen]. The foxes have holes, the birds of the air have nests, but the faculty of our College hath not where to lay its head."<sup>12</sup> Over a long period of time a number of faculty members helped to conceptualize the requirements for a fine arts center since such a facility would need to integrate many diverse activities.

The fine arts center was constructed during the period between 1962 and 1965. Dedicated on Saturday, 3 April 1965, by President Joseph Fielding Smith and named in honor of President Franklin S. Harris, under whose administration the college was created and whose personal interest in the arts is

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12. "Report of the College of Fine Arts," 12 April 1956, College of Fine Arts file, BYU Archives.



reflected in his oft-quoted statement, "I use science to make a living and art to live," the fine arts center provided excellent new facilities for the growing college. A bouyant spirit of progress accompanied occupation of the new center by all of the arts and the newly created Department of Communications. The move signaled a marked advance in student enrollment and curriculum development. It also heralded a new era of cooperation and interdisciplinary activity among the various units of the college. The building design insured that patrons and students of music and drama would be exposed to visual arts which graced the Larsen Gallery. Conversely, on occasions such as Christmas, the Music Department would present programs in the art gallery, converting the spacious hall into a cathedral of sound. Drama, on occasion, would enact plays using the unique stairwells as platforms for performance.

Upon the retirement of Conan Matthews from the deanship in 1966 because of illness (he subsequently died in 1972), Clawson Cannon served as acting dean for one year, during which time he supervised significant improvements in the building and managed the lyceum concerts for the University. He also taught musicology and served as assistant dean for one year after the appointment of Lorin F. Wheelwright. Dean Wheelwright, who taught briefly at BYU during the summer of 1937, was recruited by President Wilkinson from a successful publishing career. He had earned a doctorate in music from Columbia University and had previously served as a professional organist and pianist in New York City, as professor and head of the music department of Oswego State Teachers College in New York State, as music supervisor of the Salt Lake City Schools for thirteen years, and as head of the Coordinating Council of Higher Education for the State of Utah. During his fifteen years on the Sunday School General Board he was associate editor of the *Instructor* magazine. He also had been manager of the arts division for the Utah Centennial Commission in 1946-47 and was responsible for events in art, drama, parade, music, and pageantry, including the musical *Promised Valley* (music by Crawford Gates, book

and lyrics by Arnold Sundgaard). He was also the head of Wheelwright Lithographing Company, a very successful publishing concern. Thus, he had considerable administrative experience in every one of the departments which comprised the College of Fine Arts and Communications.

Dean Wheelwright served from 1967 to 1974, and during these years the college grew in size to approximately 2,500 majors and 125 full-time faculty. Significant developments in this period included the establishment of an annual Mormon Festival of Arts as a campus tradition; establishment of a College Student Advisement Center to control academic accounting and guide students in their preparation for careers;<sup>13</sup> reorganization of student publications so that the *Daily Universe* became a laboratory, curricular newspaper with professional editors and advanced journalism students in key roles; publication of *Mormon Arts, Volume I*; the production of college-oriented recordings for Churchwide distribution by the Relief Society; and addition to the faculty of professors who excelled both in academic fields and professional practice, leading to curricular reorganization in the departments of Art and Communications with strong emphasis on professional career preparation.

At the conclusion of Lorin F. Wheelwright's tenure as dean, he was called by President Oaks to plan and direct the BYU centennial celebration — a recognition of the dean's organizational achievements and dedicated service to the University as a whole.

Upon Wheelwright's resignation, Lael J. Woodbury was appointed dean of the College of Fine Arts and Communications. He has capably supervised the work of the various departments within the college.

The present Department of Communications had its beginnings in courses taught by N. L. Nelson in 1916 and by J. Marinus Jensen four years later. Harrison R. Merrill established a successful Journalism Department during the Harris

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13. This pilot program served as a model for similar centers throughout the University.



Administration in 1933, the first of its kind in the Intermountain West. The rise of campus student publications, the expansion of the University's own news bureau, and the development of courses to prepare students for careers in electronic media led to a major reorganization in 1963. The addition of the Department of Communications to the College of Fine Arts at that time occasioned a change in the name of the college to the College of Fine Arts and Communications. Enrollment in the department grew from twenty-seven majors in 1950 to 631 in 1971. The new department encompassed the Department of Journalism, formerly housed in the College of Humanities and Social Sciences, and acquired areas of radio and television from the Department of Dramatic Arts and photography from the Department of Art. The new Department of Communications was subdivided into three major areas of emphasis: journalism (including newspaper reporting and related skills), advertising (including public relations), and broadcasting (including radio and television). J. Morris Richards, chairman of the department from 1967 to 1971, brought to the department many years of experience as a newspaper editor and publisher in Arizona. He was largely responsible for consolidating the curriculum and creating a practical working relationship with industry. The Department of Communications joined the college after the fine arts center was under construction and did not participate in designing specialized facilities for its program. However, remodeling and reorganization of space within the center provided well-equipped laboratories and instructional facilities during its first decade of occupancy.

During the 1950s, the Department of Art expanded its space on lower campus as other departments left to occupy new buildings on upper campus. This increased its space but also increased its isolation, overcome later by occupancy of the Harris Fine Arts Center. Professor Bent F. Larsen retired to emeritus status in 1953 at the age of seventy-one, having taught at the University for forty-five years and having served as department chairman for seventeen years. He was succeeded as head of the department by Conan Matthews.





Professor J. Roman Andrus of the Art Department instructing students in color relationships in 1956.

Matthews, along with his associates, was successful in acquiring for the University a permanent art collection valued in excess of two million dollars and including paintings by Peter Paul Rubens and Rembrandt. The collection has since been greatly enlarged. B. F. Larsen lived to see the completion of the Harris Fine Arts Center with its most prominent gallery named in his honor in 1964.<sup>14</sup>

One advantage of the Harris Fine Arts Center was the providing of secured vaults to store an ever growing collection of art works. A program of fine art preservation and restoration recently was inaugurated to assist those responsible for the art collection of the Church, and several members of the faculty have been involved in creating works especially designed for use in furnishing LDS temples. Individual creativity has characterized the department for many years and is continuing to guide its graduates to prominence.

The Department of Music prospered from the very beginning of Academy. Its long tradition of quality has resulted in unprecedented growth in both faculty competence and student enrollment. Anthony Lund was taken from the music faculty to become Tabernacle Choir director in 1916. Richard Condie, who also served as Tabernacle Choir director (1957-74), was a graduate of this department and taught at BYU during the 1936-37 academic year.<sup>15</sup> Robert Cundick was likewise recruited from the faculty in 1965 to serve as a Tabernacle organist. Faculty members have contributed major works to the nation's musical literature. In 1947, Professor LeRoy J. Robertson's symphony entitled *Triology* won the Reichhold Award for the Western Hemisphere and a prize of \$25,000 from the Detroit Symphony. That same year he completed the *Book of Mormon Oratorio*. Other notable contributions include the Utah centennial musical *Promised Valley*, music for the Cumorah Pageant, and *Sand in Their Shoes* (book and lyrics by Don Oscarson), all composed by Crawford

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14. Larsen died in 1970 at the age of eighty-seven.

15. Jerold Otley, appointed in 1975 as director of the Tabernacle Choir, and the new assistant conductor, Dr. Donald H. Ripplinger, are both graduates of BYU, and Ripplinger is a member of the BYU faculty.

Gates; *Song of Nephi* composed by Robert Cundick (lyrics from 2 Nephi 4:16-35); and *Restoration Oratorio* by Merrill Bradshaw. Faculty members have written anthems, hymns, symphonic works, instrumental collections, operettas, and a host of other works, including the famous *Springtime in the Rockies*, written by Professor Robert Sauer in the 1920s. Recently, the department developed a wind symphony and an instrumental ensemble called Synthesis which has received national acclaim. A collection of one hundred ancient instruments has encouraged practical as well as theoretical studies in music history and musicology. Although music education has never received special curricular emphasis, it has come into national prominence under the leadership of A. Harold Goodman as department chairman and James Mason, who has served on many national committees and as president of the Western Music Educators' Conference. Academically, the department developed much of its reputation under the chairmanship of John R. Halliday, who served from 1948 to 1960. His own disciplines of choral and instrumental music assured a comprehensive curriculum and high standards of performance. Under his direction a summer music clinic grew to 300 registrants. As chairman, he visited thirty-three music and fine arts centers in various parts of the country to assemble ideas for the contemplated fine arts center. The opera workshop was directed for sixteen years by Don Earl, producing fifty-four operas during his administration. It was taken over in 1963 by Brandt Curtis and in 1973 by Clayne W. Robison. The symphony orchestra enjoyed continuous growth and improvement under LeRoy J. Robertson, Lawrence Sardoni, Crawford Gates, and Ralph Laycock. Among its many triumphant concerts have been those at the music educators national conferences and at the annual faculty lecture by Ralph G. Laycock in 1973. The A Cappella Choir prospered under such directors as Newell Weight and Ralph Woodward. In 1968 this choir toured Europe and won first place at Llangollen, Wales, in the international Eisteddfod competition, one of the world's most prestigious music festivals, participated in by top choirs from many nations. It has subsequently per-



formed at Notre Dame Cathedral in Paris and before distinguished audiences on two continents. The chairmanship of Crawford Gates (1960-66) brought emphasis to advanced study by the faculty. He assumed personal leadership of the Symphony Orchestra, and one of his major productions was a spectacular performance in Provo, Salt Lake City, Bakersfield, and Los Angeles of William Walton's *Belshazzar's Feast*, involving the combined choruses and Symphony Orchestra. During his administration the department received full accreditation by the National Association of Schools of Music. The department also received authorization to offer a doctorate degree in music. Under the chairmanship of A. Harold Goodman, appointed in 1966, the Department of Music has achieved strength, unity, and maturity.

In earlier times, Karl G. Maeser often thrilled his listeners with his eloquent addresses and recitations of such favorites as Hamlet's soliloquy. He considered speech training important for teachers and listed its aims in his book, *School and Fireside*.<sup>16</sup> During the early years of the Academy he taught elocution and appointed Benjamin Cluff to do the same as enrollment grew. Other early teachers were Maud May Babcock and Miriam Nelke, who also directed plays and gave private lessons. In 1919, T. Earl Pardoe began a lifelong career building the Department of Public Speaking and Dramatic Arts at BYU. He directed plays and enlisted faculty, students, and community dramatists to participate, many of whom later played prominent roles in the development of the University. Debating teams under John C. Swensen and later under LaVar Bateman won competitive meets. Students created the Mask Club in 1922. After thirty-four years, T. Earl Pardoe was retired from teaching in 1953 and reassigned to assist the Alumni Association, a position he held until his death in 1971. The phenomenal growth of speech and dramatic arts built upon the foundation laid by Professor Pardoe and his wife, Kathryn, in whose honor the principal theatre of the Harris Fine Arts Center was named. The department first offered

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16. Karl G. Maeser, *School and Fireside* (Washington, D.C.: Skelton & Co., 1898), p. 169.

the master's degree in 1932-33. A doctoral program was approved in 1967. The department also developed a strong program in communicative habilitation. The new Harris Fine Arts Center included a professionally designed clinic with observation rooms, large areas for group therapy, and other facilities. In 1964, Gordon Low joined the staff, and Parley W. Newman was appointed in 1966. Both were skilled in research and had published widely in professional journals. Official accreditation was granted in 1970. A major curriculum revision was completed during the administration of Parley Newman, providing a liberal arts major in drama and each of six professional specialties. A strong position was taken on the moral responsibility of the department to encourage theatre "that is consistent with the ideals of the gospel."<sup>17</sup> At a time when commercial and campus productions across the nation were sinking to new depths of moral laxity, this position marked BYU as unusual among universities. The opening of the Church-owned Promised Valley Playhouse in Salt Lake City provided another outlet for BYU talent, and each season brings several productions to the Salt Lake City audience from Provo.

### College of Humanities

The College of Humanities was not organized as a separate administrative unit until June 1965.<sup>18</sup> However, the two areas of the college — English and foreign languages — have been an integral part of the University from the beginning. For many years following the organization of departments into academic colleges, English and other languages were in the College of Arts and Sciences. In 1954 that college was divided into the College of Humanities and Social Sciences and the College of Physical and Engineering Sciences. For eleven years, from 1954 to 1965, the College of Humanities and

17. Oliver R. Smith, "History of the Department of Speech and Dramatic Arts," unpublished typescript in BYU Archives.

18. Much of the material in this section is taken from Bruce B. Clark, "History of the College of Humanities," October 1974, unpublished typescript in BYU Archives.



Social Sciences functioned as a single administrative unit. In June 1965 the College of Humanities and Social Sciences was divided into two new colleges, Humanities and Social Sciences.

Dr. Bruce B. Clark was appointed dean of the College of Humanities. Dr. Clark joined the BYU English Department faculty in September 1950, having just completed his doctorate at the University of Utah.

When the college was formed in 1965, it consisted of four areas, the Department of English, for many years the largest department on campus; the Department of Languages; a small interdepartmental program in Humanities; and another interdepartmental program in Latin-American Studies. The Language Department continued for a time as a single large department until, upon recommendation of the faculty, it was divided into the Classical, Biblical, and Asian Languages Department; the French and Italian Department; the Germanic and Slavic Languages Department; the Spanish and Portuguese Department; and a small linguistics program. In 1971, further reorganization occurred when two of the language departments, Classical, Biblical, and Asian Languages and Germanic and Slavic Languages, were realigned to form the Asian and Slavic Languages Department, the Classical, Biblical, and Middle-Eastern Languages Department, and the Germanic Languages Department.

The humanities program has continued since 1965. In 1969, comparative literature was combined with humanities to form the Department of Humanities and Comparative Literature. Bachelor's and master's degrees are now offered in both humanities and comparative literature. The humanities program has grown rapidly, and, although the comparative literature program has remained small, it has attracted some of the ablest students in the University. The Latin-American Studies program has also continued since 1965 as a dynamic, if small, program. Both bachelor's and master's degrees are offered in Latin-American Studies, appealing to students who are preparing for careers in Latin America.

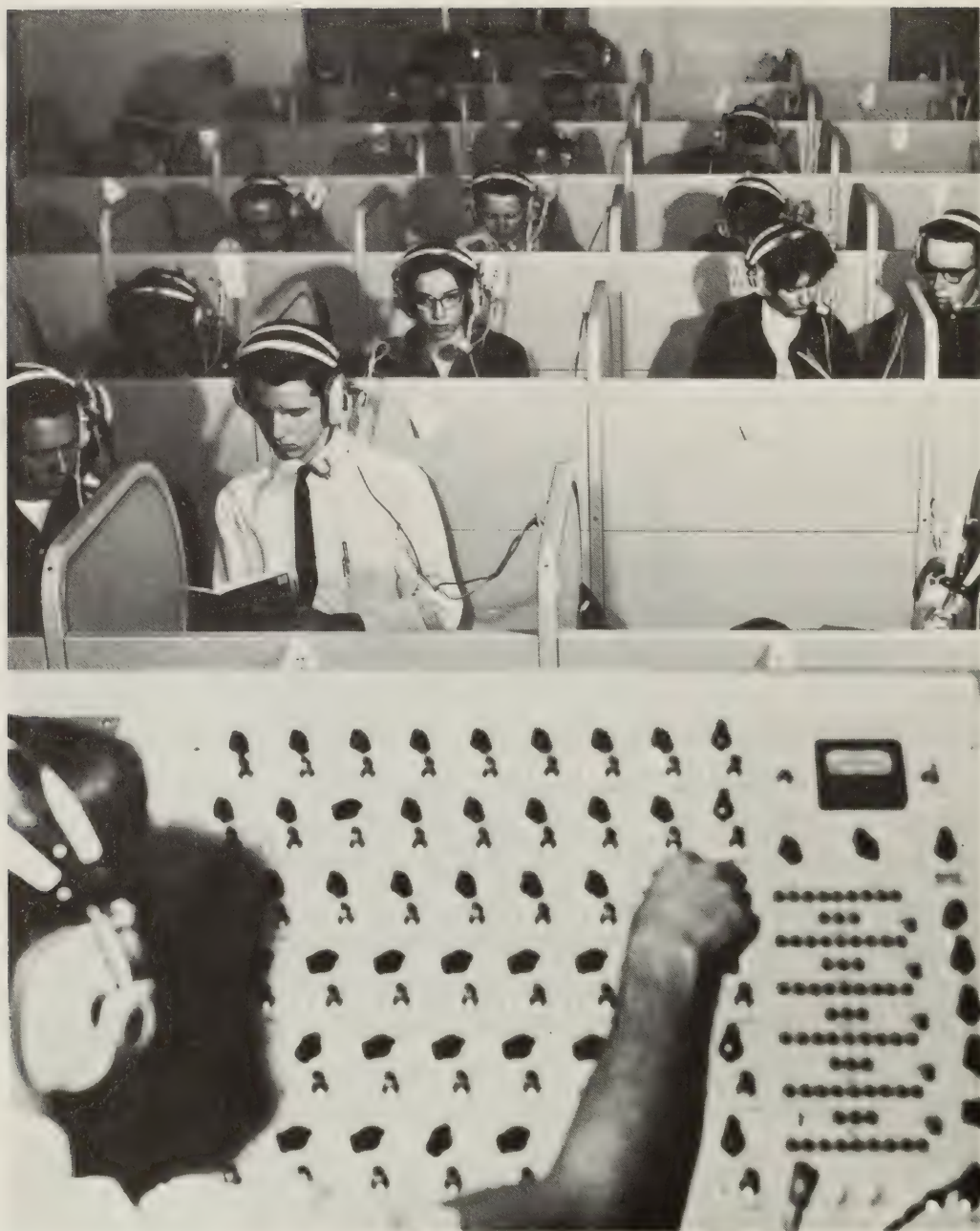


In 1970, under the leadership of a committee headed by Dr. R. Max Rogers, the College of Humanities formed a Center for Specialized Language Studies to supervise and promote research and scholarship. Upon his release as president of the Language Training Mission in the summer of 1970, Dr. Ernest J. Wilkins was appointed director of this center, with the name later simplified to Language Research Center. Under the auspices of the center, research programs are presently underway in computer-assisted language translation and the development of an intercultural data bank, as well as other research and scholarly projects. This effort promises to be one of the most significant undertaken at BYU.

In 1972 the English as a second language program was separated from the English Department, where it had been slowly developing for several years, and was combined with the linguistics program to form the Department of Linguistics. A new master's degree in teaching English as a second language was authorized to function alongside the master's degree in linguistics previously approved. The addition of unusually competent faculty in this area has given great impetus to the development of a fine program.

After the formation of the College of Humanities in 1965, Dean Clark served alone for the first year. In the fall of 1968, Dr. R. Max Rogers, a member of the faculty teaching German since 1945 and a proven administrator in the language departments, was called to serve as assistant dean of the College of Humanities. He focuses his efforts in supervising language programs in the college and the BYU overseas study programs. With more than 140 teachers on the faculty, the College of Humanities is the largest college at Brigham Young University in terms of faculty. Approximately 150 part-time teachers and student instructors assist the regular faculty.

Since its organization in 1965, the College of Humanities has developed doctoral programs in English, French, German, and Spanish; developed master's degree programs in comparative literature, Greek, humanities, linguistics, and teaching English as a second language; developed bachelor's degree programs in Chinese, comparative literature, Italian,



Students in one of the language laboratories in the McKay Building in 1962.



and Japanese; thoroughly reviewed and extensively changed the curriculum of the college in all departments, with special concern for the quality of education for beginning students in composition and language classes; effected extensive changes in teaching loads, research grants, and college atmosphere to encourage increased creativity, research, and scholarly writing to go along with the college's traditional excellence in teaching; established the Language Research Center and fostered major research projects in this important area; and assisted Continuing Education in developing overseas study programs in Austria, France, Spain, Israel, and England and in strengthening the summer residence program in Mexico.

### **College of Industrial and Technical Education**

The Deed of Trust of 16 October 1875 directed that "Each of the boys who shall take a full course, if his physical ability will permit, shall be taught some branch of mechanism that shall be suitable to his taste and capacity."<sup>19</sup> During the Maeser Administration the curriculum included drawing, shop work, and some surveying. The first course offered was "technical drawing," taught by Karl G. Maeser. Later he taught "technical landscape drawing." J. E. Booth taught "surveying," and B. T. Higgs taught shop work. Others, such as Don Carlos Young, architect; J. M. Tanner, who later became superintendent of Church schools; Benjamin Cluff, who became president of BYU; Richard R. Lyman, later a member of the Council of the Twelve; and Caleb Tanner, who later became Utah state engineer, all taught surveying. During the early part of the twentieth century, ironwork was added to the curriculum, and the program was referred to as the "Manual Training Program." The Mechanic Arts Building (first floor of the Brimhall Building) was completed in 1918. In 1919-20 this program was enlarged under the leadership of William H. Snell, and the name was first changed to "Mechanic Arts" and later to "Industrial Arts."

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19. Much of the material in this section is taken from Clade C. Bailey and Ernest C. Jeppsen, "Historical Report of the College of Industrial and Technical Education," April 1973, typescript in BYU Archives.



During the Harris Administration, auto mechanics, welding, and electricity were added to the industrial arts curriculum. President Wilkinson had the same philosophy as President Harris, namely, that college training should not be confined to the children of wealthy individuals who intended that their sons would enter the professions, but that it also should be made available to artisans. Consequently, the industrial arts teacher education program was offered again in 1952 after having been discontinued shortly after it was started in 1931-32.

In 1959 there was a great demand for specialists trained in the printing field, and as one result of this BYU offered a course in graphic arts for the beginning of the 1959-60 school year. In 1961-62, classes in tool and die construction were added, together with six new courses in welding, two courses in machine shop, and one each in manufacturing processes, production planning, inspection and control, and heat treatment. Of major importance at this time was the inauguration of the master of science degree in industrial education.

Through the Department of Industrial Education in the College of Industrial and Technical Education, four major programs were offered: (1) industrial arts teacher education (general shop program), designed for those interested in teaching in junior and senior high schools; (2) technical teacher education (unit shop program), designed to train students for high school unit shops and vocational and technical schools; (3) graduate teacher education, for those desiring a master's degree; and (4) general service courses, for students seeking general knowledge of industrial arts.

A student could receive a bachelor's degree through the Technology Department by following the prescribed program offered in building construction, design and drafting, electronics, manufacturing, or physical plant administration. The manufacturing technology program and the design and drafting technology program were the first four-year technology programs in the United States to be accredited by the Engineers' Council for Professional Development.

In 1966, after ninety-one years of continuous struggle for

survival, the industrial and technical education program finally came into its own with the organization of the College of Industrial and Technical Education. Ernest C. Jeppsen, who had taught industrial education courses in high schools, the College of Southern Utah, Weber College, Utah State University, and the Church College of Hawaii and who had served as a technical education specialist for the U.S. government in Panama, France, and the Philippines, was appointed as the first dean. With the approval of the administration and the Board of Trustees, Dean Jeppsen organized the new College of Industrial and Technical Education into three departments, including the Department of Industrial Education, the Department of Industrial Technology, and the Technical Institute.

From a small beginning, the Industrial Education Department grew to become one of the leading industrial education departments in the state and in the nation. The Department of Technology has received state, national, and international recognition in the development of engineering and industrial technology programs. The programs of design and drafting, electronics, building construction, manufacturing technology, and physical plant administration have provided students with effective and relevant leadership preparation for entrance into the world of work. This department organized and developed baccalaureate degree technology programs in design and drafting, manufacturing, building construction, and electronics and received accreditation from the Engineers' Council for Professional Development for baccalaureate degree programs in design and drafting, technology, and manufacturing technology. One example of the quality of work in this department was the development of the hydrogen engine that won the antipollution award of the National Urban Vehicle Design Contest in Detroit, Michigan, in August 1972.

Because of increasing demand for technical craftsmen, BYU organized the Technical Institute in 1958. The first courses were selected from classes already offered on campus and taught in their usual areas by the regular instructors.





Students and their instructor in a welding class conducted by the College of Industrial and Technical Education.



Included in the first year of the Technical Institute were the divisions of agricultural technology, business technology, business and office management, commercial art and advertising, chemical engineering technology, electronics technology, and metalworking technology. Under these divisions a number of new programs were incorporated, such as computer program technology, tool design technology, welding technology, and photographic technology. In 1967-68 a law enforcement program was added, bringing the number of specialties offered to nineteen. Since its organization, the Technical Institute has offered twenty-five programs mainly designed as two-year courses, but a student could continue in a four-year program without loss of time or credit if he so desired. Between 1958-59 and 1972-73, more than 4,000 students enrolled in two-year associate degree programs in the Technical Institute. Of this number, 1,364 graduated with technical certificates and associate degrees, and an estimated 1,500 or more additional students who completed an associate degree program transferred into four-year baccalaureate degree programs for their graduation. The attrition rate of students in the Technical Institute was lower and the placement of graduates higher than that of the University in general.

As one of his first actions on assuming the presidency of Brigham Young University in 1951, Ernest L. Wilkinson proposed to the Board of Trustees that ROTC programs be offered. The Board approved the proposal, and an Air Force ROTC unit was established in 1951 under the direction of Lieutenant-Colonel Jesse E. Stay. An Army ROTC unit was also requested; the request was not granted until 1967, the first class beginning in 1968. After being housed in a number of somewhat temporary quarters, ROTC units moved into the Daniel H. Wells ROTC Building in 1968. Enrollment in the AFROTC unit at BYU varied greatly during the years from as many as 1,800 during 1952-53 to as few as 305 in 1964-65. While national trends have been toward smaller ROTC units, BYU's program has grown steadily. Since 1953 there have been more than 1,000 cadets commissioned in the program,

the one thousandth coming in May 1972. By 1974 the BYU AFROTC was the fifth largest ROTC detachment in the nation.

The Department of Military Science (Army ROTC) was organized and placed in the College of Industrial and Technical Education in 1968. It made a successful beginning under the direction of Colonel David R. Lyon, chairman of the Military Science Department. Upon Lyon's retirement in 1972, Colonel Bartley E. Day became chairman of the department. A total of 360 cadets enrolled in the first class, and there were 451 the next year. Growth continued to the point that BYU has the largest all voluntary AROTC unit in the United States. The AROTC commissioned 515 cadets in its first seven years of existence at BYU. In March 1972 the Department of the Army, in recognition of his support of the highly successful Army ROTC program at BYU and patriotic addresses he gave throughout the country, awarded Dr. Ernest L. Wilkinson its Outstanding Civilian Service Medal. Commending Wilkinson, the citation said, "His positive approach and personal example in implementing measures designed to acquaint young men with the significance of ROTC, not only to the individual student but to the nation as well, contributed immeasurably to a continuing growth and prestige of Army ROTC at Brigham Young University during a period when both were declining on a national level." In March 1972 an army inspector-general indicated that more than forty percent of the army officers entering active duty from Brigham Young University scored in the top twenty percent among their peers. By 1975, BYU was producing more Army ROTC graduates than any other nonmilitary university in the country. It was surpassed only by Virginia Military Institute and Texas A & M.<sup>20</sup>

During the Oaks Administration the College of Industrial and Technical Education was discontinued, and most of its functions were transferred to the new College of Engineering

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20. Address of Brigadier General Wilfred K.G. Smith to commissioning class of BYU Army ROTC, 14 August 1975, Army ROTC files, BYU Archives.



Science and Technology. The Air Force and Army ROTC programs were transferred to the General College.

### **College of Nursing**

The College of Nursing experienced substantial growth during the last decade of the Wilkinson Administration.<sup>21</sup> There was a significant increase in the number of LDS faculty members with a master's degree. For the first time since the college's organization, it had a dean who was a member of the Church with the qualifications required by the Collegiate Board of Review of the National League for Nursing. The college developed an autotutorial laboratory and carried out a major curriculum revision.

The idea of an associate degree in nursing began to exert itself in the 1950s and developed rapidly in the Western United States. Health care groups soon looked to associate degree programs as one important way of relieving the shortages of nurses in Utah. The pressure to adopt a two-year program came at a time when the school was still seeking to stabilize its four-year program; therefore, the attempts at creating a two-year program did not really receive serious attention until Beulah Ream Allen, M.D., who assumed the post of dean in 1961, began to espouse the associate degree concept. Dr. Allen urged that the associate degrees would not only fulfill a serious need for nurses but would provide an alternative for students who did not feel they could complete a four-year degree.

In September 1963 the associate degree was established, catching the attention of Church leaders, especially the Presiding Bishopric of the Church. This innovative program was one of the few in the country offered in conjunction with a four-year program, and accrediting agencies were willing to extend only conditional approval. Therefore, the University transferred the course to the College of Industrial and Tech-

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21. Much of the material in this section is taken from Maurine Harris, "History of the College of Nursing," 1974, unpublished typescript in BYU Archives.





Dr. Jesse Weight administering a  
vaccination to a young patient at the  
McDonald Student Health Center  
in 1959.

nical Education, which administered other associate degree programs. Successful from the beginning, the associate degree program produced almost 300 graduates by August 1971, and by 1975 it had produced over 300 more. The one inhibition to the effectiveness of the program was the dearth of clinical facilities. This problem was solved by reassigning this area to the College of Nursing in 1973 as part of the "ladder" curriculum which permitted students to progress from a two-year to a four-year degree without interruption. Through August commencement of 1971, 591 students had graduated with a baccalaureate degree from the College of Nursing. During the period from 1971-72 through 1973-74 an additional 210 students graduated with a baccalaureate degree.

Continuing education for registered nurses who had graduated from diploma and associate degree programs was a subject of much discussion during the sixties. There were those who maintained that baccalaureate education was unique and that registered nurses wishing to obtain a baccalaureate degree should start from the beginning or be placed in a special, separate program. Others held that there was a common core of knowledge and skill in all programs which should be identified and credited so that the movement of associate degree and diploma students into regular baccalaureate education could be facilitated. Dean Linnea Morrison held to the latter point of view, and when the National League of Nursing changed its policy, officially sanctioning movement into regular baccalaureate programs rather than having a separate program for registered nurses, the BYU College of Nursing began implementation of such a program. Students were admitted for the first time into the baccalaureate program with advanced standing the fall of 1966. This proved to be one of the most important administrative changes in the history of the college.

Hospitals presently being used for the training of BYU nursing students include LDS Hospital in Salt Lake City and in Cottonwood, Primary Children's Medical Center and the University of Utah Medical Center in Salt Lake City, along



with Utah Valley Hospital and Utah State Hospital in Provo. Other clinical facilities are provided by the Salt Lake City and County Department of Public Health, the Granite Community Mental Health Center, the BYU Health Center, and a number of nursing homes, many physicians' offices, and a few rural hospitals.

In the late 1960s, the College of Nursing faculty instituted a curriculum change which focused on the unique position of the nurse on the health team in making assessments of the state of health of individuals or communities and implementing plans to make improvements. Rather than studying and practicing nursing in relation to specific diseases (sometimes referred to as the medical model), the student learned the independent function of nursing in relation to the reactions of a person to various conditions affecting him physically, emotionally, mentally, socially, and/or spiritually (referred to as the nursing model).

The intrinsic worth of the individual, his ability to cope with his environment, to be interdependent, and to function with relative autonomy served as a framework for the faculty and students in teaching and learning assessment of patients' needs and implementation of nursing care. This humanistic approach made it possible to develop qualities which are essential for the professional practice of nursing.

In the early 1970s, the nursing model curriculum was further enhanced as professional nurses were prepared for primary-care nursing practice.<sup>22</sup> The curriculum design was of a mobility type; the common areas within associate degree and bachelor's degree preparations were recognized and a new design was developed which permitted and facilitated advancements in learning from basic nursing practice to high levels of knowledge and skills for genuine professional practice without loss of time or credits.

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22. Primary care is the care provided during a patient's first contact with the health care system. It leads to decisions about what must be done to resolve a problem, responsibility for a continuum of care, the maintenance of health, nursing evaluation of problems, and appropriate referrals.



## College of Physical Education

The College of Physical Education was organized in 1954.<sup>23</sup> In 1960 the areas of recreation and health were given departmental status and placed in the new College of Physical Education as the Department of Recreation, Health, and Safety Education. Other name changes included the change from Health Education and Safety to Health Science; Intercollegiate Athletics and Intramural Sports to Intercollegiate Athletics; and Scouting to Youth Leadership. Two deans served the College of Physical Education during President Wilkinson's tenure, Dr. Jay B. Nash (1954-56) and Dr. Milton F. Hartvigsen (1956-73). Under their leadership the college made phenomenal strides, not only from the standpoint of modern physical facilities but also from the standpoint of academic competence and ability. Women's physical education had the leadership of Leona Holbrook, who served from 1938 up to the formation of the new college and department and then continued until 1971-72, for a total of thirty-four years. Dr. Holbrook was followed by Phyllis Jacobsen, who assumed her duties in 1971.

The facilities for this college appeared satisfactory at the outset of the Wilkinson Administration and were continually improved. At the time of its completion in 1951, the George Albert Smith Fieldhouse was one of the finest facilities of its kind in the country. Later, increased enrollment resulted in the erection of the mammoth Stephen L Richards Physical Education Building. A new football stadium was completed in 1964, and four indoor tennis courts were constructed in 1968. The Marriott Activities Center, with a seating capacity of 23,000, was completed in 1972. Additional tennis and paddleball courts and auxiliary fields for intramurals were also added. Although there were still facilities needed and other improvements to be made, by 1971 the College of Physical Education possessed one of the finest physical plants to be found anywhere in the country.

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23. Much of the material in this section is taken from Clayne Jensen, coordinator, "History of the College of Physical Education at BYU, 1875 to 1972," unpublished typescript in BYU Archives.

From 1954 to 1959 the curriculum of the Health Department more than doubled in order to meet the needs of the growing number of students desiring training in health sciences. The department offered the bachelor's degree in 1956 and began offering courses in graduate work in 1957. From 1959 to 1972, a total of twenty-seven undergraduate classes was added. Additionally, several special workshops were conducted by the Health Science Department, including workshops on tobacco, drugs, alcohol, suicidology, mental hygiene, safety, and criminal and social justice. In 1955-56 only two of the eleven instructors had been specially trained for work in health sciences, but with each year faculty competence and expertise increased. By 1972 the department consisted of seventeen instructors — all of whom were professionally trained to teach health science courses. During that same period the enrollment in the department (both majors and nonmajors) increased from 2,848 to 8,800. Similar growth was experienced in graduate student enrollment; in 1956 only one student was doing graduate work in health science, while fifteen years later the number had increased to sixty-nine.

While the Department of Recreation was created at the time of the organization of the college, it received no special emphasis until 1956 when Dean Nash assumed the responsibility for this area. The initial objectives of the department were to prepare professional recreational leaders, to prepare voluntary leaders in communities and Church wards, and to provide recreational activities for students and faculty. In 1956, Dr. Israel C. Heaton was appointed the department's first real chairman, and he took immediate steps to integrate recreation more fully into the College of Physical Education. Under his direction, the department emphasized courses in youth and adult serving agencies, such as boys clubs, camping education, park planning and development, sports, community and family recreation, dance, and therapeutic recreation.

In 1968, Israel Heaton was appointed director of the Community School Regional Center, which was a product of Dr. Heaton's attendance at a community school program instigated by Charles S. Mott in 1964 at Flint, Michigan. Favor-



ably impressed with the ideas presented in the program, Dr. Heaton was invited back the next year to present his views on what universities should be doing in community education. In 1968, a contingent from Provo attended a three-day community school workshop conducted expressly for them in Flint, Michigan. In conjunction with the meetings, eight members from the Provo party met with the Mott Foundation projects officer. They learned that the foundation was interested in receiving a proposal from a Western university to establish a regional center which would have the responsibility of disseminating the community school philosophy on a broad basis, to assist school districts desiring to implement the concept, and to train community school directors who would conduct programs in the public schools. Heaton's proposal was approved by President Wilkinson and by the Mott Foundation. It became operative on 1 July 1968. Since that time the foundation has awarded grants totalling almost \$600,000. The project has benefitted areas in four states (Utah, Idaho, Wyoming, and Nevada). By the 1972-73 school year the number of districts operating one or more community schools totalled more than fifty, while the total number of community schools in operation has been estimated at around 275. Dr. Heaton has provided excellent, continuing leadership for the program.<sup>24</sup>

The Department of Youth Leadership originated from the desire on the part of the administration to train Latter-day Saint college men for a career of service to the Boy Scouts of America and to offer training for volunteer scouting service in the wards and branches of the Church. Royal Stone, deputy regional scout executive serving the four Northwestern states and Alaska, resigned his position to organize the department, which was unique in the nation. The proposed curriculum was approved by the national office of the Boy Scouts of America, and steps were taken to establish a working relationship with the Boy Scout organization to employ graduates from the new department. It was agreed that, after receiving a

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24. In 1974 this department was assigned to the College of Education.



bachelor's degree, prospective applicants would attend the Schiff National Training Center at Mendham, New Jersey, before being accepted as full-time employees of the scouting organization. After four successful years of administering the department, Royal Stone resigned to accept a position with the head office of the National Council of Boy Scouts, and Thane Packer was selected to be his successor, bringing with him years of service to scouting, both in Utah and in California. The youth leadership area continued to expand, receiving greater acclaim as the number of departmental majors increased and the programs became better known.

From the beginning of the Wilkinson Administration, students were urged to get regular physical exercise, and this produced interest in the Men's and Women's Physical Education Department. Next to the College of Religious Instruction and the Department of English, the Physical Education Department drew more students than any other department. Meanwhile, the quality of the faculty and the curriculum were continually improved. With the completion of the Richards Building and its laboratories, faculty members were able to do more researching and publishing. Students, by virtue of the department's facilities and faculty, received a liberal exposure to physical conditioning, which offered an enjoyable and necessary outlet from the mental rigors of the classroom.

Along with intramural activities and intercollegiate athletics (*see* chapter 39), the College of Physical Education sponsors extramural competition in soccer, volleyball, skiing, rugby, and lacrosse for men and basketball, field hockey, softball, volleyball, gymnastics, archery, badminton, bowling, golf, paddleball, skiing, tennis, track and field, swimming, and diving for women. These activities are becoming ever more popular, both for participants and spectators. Regrettably, one activity which was discontinued in the Wilkinson years after having been a tradition since 1912 was the annual hike to the summit of 11,750-foot Mount Timpanogos northeast of Provo. Administratively, the hike, which drew thousands of students, was handled through the Men's Physical Education program until 1961 when the event was turned over to the



BYU students practicing their archery skills in a class sponsored by the College of Physical Education.

Department of Recreation Education. Thereafter, accidents, adverse snow conditions on the mountain, and severe erosion of the mountainside caused by increasing numbers of hikers gave concern to both University and Forest Service officials. In 1970 both parties agreed that it would be best to discontinue the formalized hike and leave the mountain to smaller groups.

### **College of Physical and Engineering Sciences**

Organized in 1954, the College of Physical and Engineering Sciences has been one of the leaders at BYU in academic excellence and research output.<sup>25</sup> Superior buildings were erected for these sciences, and a distinguished corps of scholars and researchers was assembled to make this area of the school's academic life productive and prestigious. The first dean appointed after the organization of the college was Dr. Harvey Fletcher, a native of Provo who entered Brigham Young Academy in 1901 and graduated from Brigham

25. Much of the material in this section is taken from Wayne Hales, "Centennial History of Physical and Engineering Sciences, Brigham Young University, 1875-1974," unpublished typescript in BYU Archives. Dr. Hales was born in 1893 at Spanish Fork, Utah. He graduated with a bachelor's degree from BYU in 1916 and received a doctorate from California Institute of Technology in 1926. He was a member of the faculty of Ricks College from 1916 to 1921, president of Snow College from 1921 to 1924, and a member of the faculty of Weber College from 1926 to 1930, at which time he became a member of the faculty of BYU, serving until he retired in 1972. He was thus on the faculty of his alma mater some forty-two years and served on the faculties of Ricks, Snow, Weber, and BYU for a combined total of fifty-four years. Dr. Hales was chairman of the Diamond Jubilee Celebration at BYU in 1950, dean of the General College from 1958 to 1964, chairman of the Physics Department from 1953 to 1958, and has probably been on as many committees and contributed as much to the overall progress of the University as any other person. Even though he retired in 1972, he is still devoting his full time to BYU and is at his desk every day. In addition to having written the centennial history of the College of Physical and Engineering Sciences, he is editor of the *BYU Physics and Astronomy Newsletter*. He served as president of the Utah Academy of Sciences (1931-32) and president of the Utah Conference on Higher Education (1959-60). He is one of the most devoted and loved members ever to serve on the BYU faculty.





Students in a quantitative analysis class working in a chemistry laboratory in the Eyring Science Center.

Young University with a bachelor's degree in 1907. In 1911 he received his doctorate from the University of Chicago and returned to BYU as professor of physics for five years (1911-16). For thirty-three years thereafter he served as an acoustics engineer and director of research of one of the research areas at Bell Telephone Laboratories. After retirement from this position he returned to BYU as director of research and dean of the College of Physical and Engineering Sciences. Among his honors, including gold medals from four national societies and honorary doctorate degrees from six universities, he was the first physics student to graduate summa cum laude from the University of Chicago and the first member of the LDS Church to be elected to the National Academy of Science. He was president of the American Physical Society, the first president and coorganizer of the Acoustical Society of America, and coorganizer and member of the first executive committee of the American Institute of Physics. He also was the first scientist to introduce the group audiometer into classroom use, thus starting the program of testing the hearing of school children which is now going on in most schools throughout the nation. He married Lorena Chipman, whom he met when they were students at BYU, and they had one daughter and five sons, each eminently successful in his professional field. After Lorena's death on 2 January 1967, he married Fern Chipman Eyring, a sister of his wife and widow of Dean Carl Eyring. Now more than ninety years of age, Dr. Fletcher is still engaged in research in musical acoustics.

Dean Fletcher served for three years. He was succeeded in 1957 by Dr. Armin J. Hill. Born in Riverdale, Idaho, Dean Hill obtained a bachelor's degree in electrical engineering from Montana State University in 1932. He returned in 1938 to Montana State University as an assistant professor of physics, leaving to study at the California Institute of Technology where he obtained a master of science degree in physics in 1949 and a doctor's degree in 1950. Accepting a position as a senior physicist with the Motion Picture Research Council in Hollywood, he there developed an improved stereoscopic motion picture system, designed the powerful



projection system used in motion picture process work, improved translucent process screens, developed a new type of high-gain screen for use in outdoor theaters, and perfected an improved optical system for traveling matte composition of motion pictures. During his administration as dean of the College of Physical and Engineering Sciences at BYU, a new engineering and technology building, a nuclear reactor laboratory, an underground laboratory in physics, and a chemical stores building were built on campus.

The directors of research during the Wilkinson Administration were all prominent scientists: Harvey Fletcher, 1952-55; H. Tracy Hall, 1955-67; Lane A. Compton (acting), 1967-70; and Leo P. Vernon, 1970 to the present. Dr. H. Tracy Hall was born and educated in Ogden where he attended Weber County schools, including Weber College. He obtained his bachelor's (1942), master's (1943), and doctor's degrees (1948) from the University of Utah in chemistry with a minor in physics. He was employed by the U.S. Bureau of Mines in Salt Lake City from 1942 to 1944 and again in 1946; he worked for General Electric Research Laboratory in Schenectady, New York, from 1948 to 1955 before becoming director of research and professor of chemistry at BYU from 1955 to 1967 and distinguished professor at BYU from 1967 to the present. On 16 December 1954, while employed at the General Electric Research Laboratory, Dr. Hall successfully transformed ordinary graphite into diamond, something scientists had been trying to do for more than 150 years. A device called "The Belt" which Dr. Hall invented and which could generate pressures of 2,000,000 pounds per square inch simultaneously with temperatures of 3,500 degrees Fahrenheit made it possible. The belt device, shrouded in company secrecy at the time Dr. Hall joined the BYU faculty in 1955, could not be used at the school. Consequently, Dr. Hall invented and patented another device, the tetrahedral anvil press, which was also capable of making diamonds. Hundreds of scientists from all over the world have come to BYU to examine this device. As a result, the science of very high pressures at high temperatures spread to the world from



BYU rather than from General Electric where secrecy of "The Belt" was maintained. More than 500 laboratories worldwide now work in this field, and approximately 1,500 research papers on the subject appear each year, with BYU continuing to be a leader in the field. Dr. Hall has used his high pressure devices for research pertaining to chemistry, physics, and geology, and he has published extensively and received many awards for his pioneering work.

Lane A. Compton received his bachelor's degree in chemistry from the University of Utah and his master's and doctorate degrees in educational administration from the same school. He was engaged as an assistant professor of education at BYU in 1953. After three years he became professor of physical science education, and in 1962 he became assistant to the director of research. In 1967 he was appointed acting director of research. He was later appointed director of cooperative education at BYU. Largely because of his ability to obtain grants, external funding for BYU research projects doubled during his administration as acting director of research even though funding from the federal government decreased.

Dr. Leo P. Vernon obtained his early education in Orem, Utah. He then received a bachelor's degree from Brigham Young University in 1948 and a doctor's degree from Iowa State University in 1951. His postdoctoral research experience was obtained at the University of Wisconsin and Washington University in St. Louis before he took a position in the Chemistry Department at BYU in 1954. Following a sabbatical leave at the Nobel Institute in Stockholm, Sweden, in 1960, he accepted the position of director of the C. F. Kettering Research Laboratory in Yellow Springs, Ohio, a biological research laboratory devoted to the study of photosynthesis. In 1970 he returned to BYU as director of research. He has published more than one hundred papers in journals and has edited two books on chlorophyll and photosynthesis.

At the beginning of the Wilkinson Administration there were twenty members of the faculty teaching physical sciences; by 1971-72 the faculty of both the physical and engineering sciences had increased to 185. President Wilkinson

sensed the need for increased emphasis on research in all colleges and departments, and the academic development of the College of Physical and Engineering Sciences was a gratifying example of faculty commitment to research.<sup>26</sup>

### College of Religious Instruction

The Division of Religion was not involved in the major reorganization of the colleges that took place during the early Wilkinson years, but, since every student was required to enroll in a religion class each semester, the division grew along with enrollment at the University.<sup>27</sup> Because of the Division of Religion's large teaching force and important responsibilities, many members of the religion faculty argued for granting college status to the division. They pointed out that the division offered graduate degrees, while some colleges at BYU granted undergraduate degrees only. The title *director* did not have the same prestige as *dean*. These same people felt that granting the religion program college status would "help to elevate religion *in fact* to the high level of academic respectability which we are sure the President of the University and his Associates and the General Authorities of the Church want it to have on this campus."<sup>28</sup>

On 14 January 1959 the BYU Board of Trustees authorized the school to make the requisite changes to enable the Division of Religion to become the College of Religious Instruction. This decision was not arrived at without trepidation. By elevating what had formerly been a division to the level of a college, it was evident that religion and religious instruction would become the sole responsibility of one academic area of

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26. See Wayne Hales, "Centennial History of the Physical and Engineering Sciences," for a discussion of contributions by individual departments and faculty members.
  27. Much of the material in this section is taken from Richard O. Cowan, "A History of the College of Religious Instruction," October 1972, unpublished typescript in BYU Archives. See also Boyd K. Packer, "Seek Learning Even by Study and Also by Faith," 10 April 1974, address given at the retirement of Roy W. Doxey, dean of Religious Instruction.
  28. Cowan, p. 28.



Russell Rich and students examining  
a Mormon history map in 1959.



the University. It was just such an implication that caused President David O. McKay to caution Board members and the University administration that “We must always remember at the BYU that religion is to be taught in any and all subjects and not confined to the College of Religion.”<sup>29</sup>

Prior to its reorganization in 1959, the Division of Religion consisted of four departments, Bible and Modern Scripture, Church History, Theology and Philosophy, and LDS Church Organization. In addition, there were the graduate areas of Bible and Modern Scripture, Semitic Languages, Church History, and Philosophy of Religious Education. To increase efficiency, these eight areas were restructured to form five academic departments.

David H. Yarn, Jr., was chosen first dean of the new college. A native of Atlanta, Georgia, Dean Yarn received his undergraduate training at BYU and earned a doctor’s degree from Columbia University in 1958 in the philosophy of religion. At the time of his appointment as dean, he was serving as director of the Undergraduate Division of Religion. He had also been chairman of the Department of Theology and Religious Philosophy. Beyond this, Dean Yarn’s career was enriched with years of Church service in many capacities. A major change in the granting of credit occurred during Dean Yarn’s administration. Religion credit for courses from other colleges in subjects such as the Bible as literature, early oriental history, principles of child guidance, achieving success in marriage, baton technique, and history of sacred music was, with the approval of the Board of Trustees, discontinued. The final major change during Dr. Yarn’s tenure was the decision to make the Book of Mormon course mandatory.

In 1962, due to illness, Dr. Yarn was relieved from his duties as dean, and B. West Belnap was selected to replace him. Dean Belnap brought to the position a reservoir of ecclesiastical experience and service. He immediately undertook a program to increase the spirituality of the faculty. Under his leadership the faculty increased from thirty-one to

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29. Ibid.

forty-one, and this growth brought awkward administrative problems. Most of the faculty were teaching in more than one of the five departments, giving rise to much overlapping. Dean Belnap resolved to discontinue the subject-oriented departments and divide the college into a graduate and undergraduate level. This new organization took effect on 1 June 1963; Roy W. Doxey was appointed chairman of the Department of Undergraduate Studies in Religion, while Dr. Chauncey C. Riddle served as head of the Department of Graduate Studies in Religion. Dean Belnap also perceived the usefulness of instructional television for the college as well as the publication of syllabi for certain large basic courses. Unfortunately, Dean Belnap had hardly begun this project when he underwent surgery for a brain tumor in May 1966 and again in July of the same year. He died in January 1967, a tragic loss to the college. In the interim, Roy Doxey was appointed acting dean.

Chosen to succeed Dean Belnap was Dr. Daniel H. Ludlow, whose rich background and diverse experience especially fitted him for the position. After obtaining his undergraduate degree in history at Utah State Agricultural College in 1946, where he was twice elected president of the student body, he taught English and directed the audiovisual library at Utah State. In 1953 he earned his master's degree from the University of Indiana and in 1955 his doctor of education degree at Columbia University, both in the field of curriculum materials and teaching. Dr. Ludlow was an excellent teacher, and this ability helped win him a Danforth Fellowship, the first ever given to a member of the LDS Church. Before assuming the deanship of the College of Religious Instruction in 1967, he had already received the distinction of being selected as BYU professor of the year in 1960. He received the Karl G. Maeser Award for Teaching Excellence in 1967.

One of Dean Ludlow's initial contributions was an extension of the audiovisual aids and class syllabi for the College of Religious Instruction. The college soon sponsored released time for faculty members to prepare syllabi; in fact, Ludlow himself had prepared the first one in 1965 before being



appointed dean.<sup>30</sup> A Book of Mormon course he taught in 1965 was the first television course offered by the college. Administrative changes also characterized the four-year tenure of Dean Ludlow. In March 1969 he recommended that the college streamline itself for greater efficiency by appointing an assistant dean who would assume responsibility for such internal matters as classroom teaching and scheduling. This arrangement would free the dean to devote himself to matters needing his full attention. The recommendation received approval from the University administration in October 1969, and the result was the appointment of Roy W. Doxey as assistant dean with three new departments created, including the Department of Ancient Scriptures, the Department of Church History and Doctrine, and the Department of Philosophy. Four additional "area coordinators" were named to give emphasis to inservice training and the strengthening of the faculty in the scripture area and the Book of Mormon area under the Department of Ancient Scripture and the Church history area and the area of theology under the Department of Church History and Doctrine.<sup>31</sup> This new approach went into effect during fall semester 1969, reducing the total undergraduate courses by about one-fourth, improving efficiency, and focusing attention on the basic areas of gospel study.

In 1969 a separate Department of Philosophy was created. In former years the study of philosophy had been incorporated into the areas of theology and Church history. The objectives of the new department were

- (1) to develop skills of incisive reading and thinking . . .
- (2) to develop skills which will help the student (a) to lay bare the conceptual foundations, and so the limitations,

30. Other texts included Wilkinson K. Anderson's *The Gospel in Principle and Practice*, Robert C. Patch's *A Syllabus of New Testament Readings*, Ellis T. Rasmussen's *An Introduction to the Old Testament and Its Teachings*, and Walter D. Bowen's *Teachings of the Living Prophets*. See Richard Cowan, "A History of the College of Religious Instruction," p. 44.

31. Richard Cowan, "A History of the College of Religious Instruction," pp. 46-48.



of his disciplines . . . (b) to pierce the deceptions and traditions of men which are inconsistent with his spiritual convictions, and so to be free of them, [and] (3) to acquaint students from various disciplines with men's best thinking on perennial human problems and so to enable them to comprehend and appreciate the gospel alternative better and to communicate well with those who think differently.<sup>32</sup>

The work in this area was assisted by the addition of a number of superbly trained young scholars.<sup>33</sup>

In 1971, Dean Ludlow was taken by the Church for a position in the correlation program.<sup>34</sup> Roy W. Doxey became acting dean. Dean Doxey, who at an early age was called from Washington, D.C., to be head of the Eastern States Mission, became noted for successful resolutions of differences which sometimes occurred among the faculty.

As much as any other college on campus, the College of Religious Instruction achieved popularity among the students as a whole. This was not only because almost every student was exposed at one time or another to the college through the religion requirement but because the friendly, dedicated faculty helped many students reaffirm or increase their religious faith. A large proportion of the professor of the year awards have gone to teachers from the College of Religious Instruction.

Despite this popularity with the students, there were sometimes disagreements within the college faculty. This occasional discord was accentuated by the ascendancy which the

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32. Noel Reynolds, "Philosophy Department Objectives," fall 1971, in Cowan, "A History of the College of Religious Instruction," p. 49.

33. The following members of the Philosophy Department faculty and the institutions from which they took degrees evidence the level of professionalism within the new department: Truman G. Madsen, Ph.D., Harvard, 1960; C. Terry Warner, Ph.D., Yale, 1967; Chauncey C. Riddle, Ph.D., Columbia, 1958; Noel B. Reynolds, Ph.D., Harvard, 1970; Dennis F. Rasmussen, Ph.D., Yale, 1970; and David H. Yarn, Jr., Ed.D., Columbia, 1958.

34. From the beginning, Dean Ludlow was a great help to Church authorities, and he now serves as director of correlation review in the Church's Correlation Department.

college assumed in the eyes of certain members of the religion faculty and the students they taught. Such an attitude sometimes led to an uneasy relationship between the College of Religious Instruction and other colleges since some of the faculty of the College of Religious Instruction espoused views which seemed to conflict with the professional views of teachers in other disciplines. The Board of Trustees and the administration had great respect for the dedication of the teachers in the College of Religious Instruction, but they did not want the religion professors to become so narrow as to think "that they are the only ones qualified in our Church to know what our doctrines are."<sup>35</sup>

Besides conflicts with other academic areas, there were some problems within the College of Religious Instruction itself. One dispute centered on the basic required theology class for incoming freshmen. The college was divided between those who advocated a general survey class in LDS theology and those who felt that a Book of Mormon course would best serve the purpose. The General Authorities finally resolved the issue by requiring Book of Mormon as the beginning course.<sup>36</sup> These differences in point of view between the College of Religious Instruction and other colleges on campus, as well as differences within the faculty of the College of Religious Instruction itself, did not supersede the commitment of the school as a whole to its religious purposes.

### **College of Social Sciences**

In June 1975 the College of Social Sciences celebrated its tenth anniversary.<sup>37</sup> Such occasions traditionally call for reflections on the past and projections for the future. Leonard Rice was appointed dean of the College of Humanities and

35. Ernest L. Wilkinson to William E. Berrett, 25 November 1957, Wilkinson Presidential Papers.

36. Ernest L. Wilkinson to John T. Bernhard, 25 April 1961, Wilkinson Presidential Papers.

37. Much of the material in this section is taken from Philip J. Grasser, "A History of the College of Social Sciences," October 1972, unpublished typescript in BYU Archives.



Social Sciences in 1958. The social science departments within the college included archeology, geography, history, political science, psychology, and sociology. These departments had forty-two faculty members and taught 255 courses. Between 1957 and 1961, forty-two additional courses, of which fourteen were in the department of psychology, were established.

During the 1961-62 school year, Dr. Reed Bradford became acting dean of the College of Humanities and Social Sciences. In 1961 the Department of Sociology was renamed the Department of Sociology and Anthropology and included eleven courses in anthropology in the areas of cultural anthropology and physical anthropology. During the same time an Institute of Government Service was established under the aegis of the Political Science Department. It was designed to offer training leading to a master's degree for students planning a career in public service. Such areas as city management, budgeting, and fiscal management were included in this program of study. In the same year, the Economics Department, previously a part of the College of Business, was added to the College of Humanities and Social Sciences. Thereafter, students interested in economics could choose a major in the College of Business or one in the College of Humanities and Social Sciences. The college also initiated the Asian Studies program, designed to give students a foundation for careers and advanced work in the Far East. This program, directed by Paul Hyer, tapped the resources of departments throughout the college as well as other colleges in the University. In the fall of 1964, two other interdisciplinary programs, International Relations and Russian Studies, were instituted in the college. International Relations had the goal of preparing students interested in seeking careers or pursuing advanced studies in international affairs. Russian Studies, which later expanded into the European Studies program, appealed to the growing interest in Russia.

In 1965, President Wilkinson received permission to divide the College of Humanities and Social Sciences into the College of Humanities and the College of Social Sciences. Dr. John T. Bernhard, who had been dean of the College of Humanities and Social Sciences, was appointed dean of the College of





Professor De Lamar Jensen of the History Department with students in 1962.

Social Sciences. A native of New York City, Bernhard obtained his bachelor's degree in forestry from Utah State Agricultural College in 1941, where he joined the LDS Church. He received his master's degree in 1949 and his doctorate in 1951, both in political science, from the University of California at Los Angeles. The departments of Archeology, Economics (cosponsored by the College of Business), Geography, History, Political Science, Psychology, and Sociology-Anthropology were placed under his leadership. At the time of the establishment of the new college there were approximately seventy-three faculty members teaching 315 courses.

In the 1970-71 academic year, Martin B. Hickman became the new dean of the College of Social Sciences. Hickman obtained his bachelor's, master's, and doctor's degrees from the University of Utah in political science. He also earned a Master of Public Administration degree from Harvard. He served for seven years in the U.S. Foreign Service in West Germany and Hong Kong and was a member of the faculty of the University of Southern California for six years. He also wrote a scholarly book entitled *Problems of American Foreign Policy*.

Class enrollment in the College of Social Sciences increased from 28,827 students in 1964-65 to 38,277 in 1970-71. By the end of the Wilkinson Administration the college employed 115 faculty members and offered nearly 500 courses at the undergraduate and graduate level. In 1973-74, nearly a decade after the college was formed, a total of 1,149 students were taught in the Department of Anthropology and Archeology; 4,297 in Economics; 736 in Geography; 8,531 in History; 3,502 in Political Science; 6,422 in Psychology; and 6,553 in Sociology. The college also developed master's degree programs in archeology, Asian studies, economics, history, political science, psychology, and sociology, along with doctoral programs in history, psychology, and sociology. Publications by faculty members also increased substantially during the college's first decade.

BYU in general and the College of Social Sciences in particular have developed a professional interest in scientific



archeological research in Mesoamerica. In 1946, John A. Widtsoe induced Dr. Wells Jakeman, a trained archeologist, to join the faculty at Brigham Young University and initiate courses in archeology. A 1948 field trip was made to Western Campeche State in Mexico by Jakeman, Thomas Stuart Ferguson, and W. Glenn Harmon. Over the next few years, LDS enthusiasts for archeology not based at BYU moved forward in a parallel effort. The New World Archeological Foundation was incorporated by a group of individuals, nearly all members of the Church, as a nonprofit organization in October 1952. Officers were Thomas Stuart Ferguson, president; Dr. Alfred V. Kidder of the Carnegie Institution, vice-president; Milton R. Hunter, vice-president; and Scott H. Dunham, secretary-treasurer. Board members were Ferguson, Kidder, Hunter, Dunham, Nicholas G. Morgan, Sr., LeGrand Richards, and Ernest A. Strong. Morgan and Strong probably were the principal financial supporters of the foundation. Elder John A. Widtsoe was also a director until his death in November 1952. An advisory committee of archeologists consisted of Kidder; Dr. Gordon Willey, professor of Central American Archeology at Harvard University; Dr. Gordon F. Ekholm of the American Museum of Natural History; Dr. Jakeman; and Pedro Armillas, a prominent Mexican archeologist.

In April and May of 1955, Ferguson, Edwin Shook of the Carnegie Foundation, and others reexamined central Chiapas and confirmed that excavation there would no doubt be highly productive for the foundation's aims. With Shook's assurance in hand, Ferguson obtained a substantial grant from LDS Church authorities to carry on the Chiapas work. This began in November 1955 at the large site on the outskirts of the Chiapa de Corzo, Chiapas, Mexico. Dr. Heinrich Berlin was field director. The big site proved very productive. Upon Dr. Berlin's resignation in April 1956, Gareth W. Lowe became field director, and work continued with little delay.<sup>38</sup>

38. Gareth W. Lowe is still field director. BYU presented him with an honorary doctorate in 1972.



BYU graduate student F. Richard Hauck examining debris discarded in a reservoir in the Yucatan Peninsula 2,000 years ago.



Lowe and others undertook survey trips as far south as the Guatemalan border, finding important sites for future digging. A sensational find of the period was two bones carved in the intricate Izapan art style; they were acclaimed as being among the masterpieces of Mesoamerican art. More fundamentally, the picture of chronology and the developmental history of the site was coming into focus. Radiocarbon dates showed the site was important by 1,000 B.C. and was occupied for upwards of 2,000 years. Among the key finds in the summer and fall of 1957 were in Mound Five, consisting of hundreds of nearly whole vessels, constituting the greatest corpus of whole vessels from any scientific excavation in Mesoamerica.

From the beginning, NWAFF held to a policy of objectivity. While an underlying Mormon hope for illuminating results in relation to the Book of Mormon was clear enough, the operational rule was impeccably down-the-line scientific archeology. Consequently, a large majority of the staff were well-trained non-Mormon archeologists. Both because there were few competent LDS archeologists and because of the overall policy of objectivity, the staff continued to be weighted on the non-LDS side. In 1959, upon the recommendation of President Wilkinson and with the approval of the Board, the New World Archeological Foundation was merged with the Department of Archeology to form the BYU Institute of Archeology. A series of papers began to emerge in that year which continues to the present, constituting one of the most prominent series of scholarly reports having to do with New World archeology. They were largely edited by Dr. J. Alden Mason, one of America's most respected archeologists, formerly of the University Museum at the University of Pennsylvania. By the end of the 1950s, eleven papers had been released.

The name of the foundation was changed in 1961 to BYU-New World Archeological Foundation, and Joseph T. Bentley was named treasurer. The merging of NWAFF with BYU allowed NWAFF employees to receive benefits not previously available to them. However, they still suffered difficul-

ties common to few other BYU staff people, especially in the early years when substandard living conditions and primitive methods of travel imposed onerous burdens on the field personnel. Thousands of miles were logged on foot, muleback, motor launch, small plane, and in bone-cracking trips by jeep over nonroads. Inadequate food and medical attention vied with myriad insects to impose discomfort. On top of those conditions was absence from family for as much as eleven months per year.

A 1961 letter from the First Presidency to President Ernest L. Wilkinson marked a turning point in the matter of financing archeological work and centralizing the field work. Since that time the Church has provided a substantial budget each year. During the years 1961 to 1975, reports printed through BYU Press contained thousands of pages of invaluable archeological data. Some of the data has been published in national and international journals.

In recent years the BYU-New World Archeological Foundation has been recognized both in Mexico and Central America as the most active and most respected non-Mexican institution doing archeological work in Mesoamerica. As the Mexican government became increasingly tough with foreign organizations, the foundation enjoyed an enviable position because it was considered thoroughly responsible and reliable. When the Mexican government constructed large dams at Mal Paso and at Angostura Canyon near Chialus, the BYU-New World Archeological Foundation was asked to collaborate with the Mexican government in salvaging priceless artifacts which would otherwise be covered by the waters accumulating behind these dams.

By 1971, Dr. Ray T. Matheny, associate professor of anthropology and archeology at BYU, discovered that a major canal system had been constructed in and around the site of Edzna, Campeche. Each year from 1971 to 1974, further work was done in that area, supported mainly by BYU-NWAF and also by the National Geographic Society. Evidence was accumulated of a remarkably dense population when the canal system was constructed in the area before the time of



Christ. The board of BYU-NWAF in 1975 included Elder Howard W. Hunter, Robert K. Thomas, Ray T. Matheny, and Thomas S. Ferguson. There are three full-time archeologists employed on a year-round basis in Mexico as a part of this program. In addition, the foundation employs from ten to 125 Mexicans (depending on the need and the season) to assist in the operations.

### **General College**

In June 1965, Lester B. Whetten was named dean of the General College and given the charge to develop a program that would help Indian students succeed in their studies.<sup>39</sup> At that time there were 119 Indian students at BYU, and more than one-half of them were failing. As a result of studies undertaken by Whetten, the Deans' Council decided on 4 January 1966 that the General College would establish a two-year associate degree program in general education with special courses designed not only to meet the needs of Indian students but to assist other students that were having academic problems. The committee resolved that the faculty should be comprised of people who had demonstrated teaching excellence. The committee further decided to avoid segregated classes and to open the new classes to all General College students, particularly those enrolled on probation and those admitted with an undetermined major.

During the summer of 1966, five instructors were hired and began teaching in the fall of 1966. Experience proved that only a small number of students needed preparatory classes, but instructors devoted a large amount of out-of-class time to those who needed such assistance. At the end of the first school year most students were prepared to make a satisfactory transition from General College classes into the regular classes of the University.

As time passed, Indian students constituted only a small

39. Dean Whetten served until his retirement in 1972. At that time the college was reorganized. Much of the material in this section is taken from "General College, 1965-72," unpublished typescript in BYU Archives.



Mary Gay Hatch instructing a class  
in the General College on the  
improvement of reading speed and  
comprehension.



part of the total enrollment of the General College, which varied from 3,945 in 1964-65 to 2,964 in the fall of 1972. By 1972, fifteen General College instructors taught courses in mathematics, business education, English, physics, chemistry, geology, speech, history, sociology, biology, and religion. Normally, the classes were open to all General College students, and efforts were made to maintain a ratio of sixty Anglo to forty Indian students in each section.

Attempting to consolidate all the services dealing with Indian students, Dean Whetten, with the concurrence of the administration, created the Department of Indian Education in 1966. Dr. Royce Flandro was named the department's first chairman. This office was responsible for supervising Indian education, assisting in recruiting Indian students, helping Indian students acquire grants and scholarships, providing counseling services, and aiding students in finding housing and employment.

A noncredit reading laboratory was established in the Smoot Administration Building in 1961. From the inception of this department, which was renamed Guided Studies in 1965 when it was made a part of General College, a large number of students have received help through its various areas. One major function of Guided Studies has been student advisement.

The Department of Provisional Registration (later called Career Orientation), serving students with undetermined majors, has consistently had one of the largest departmental enrollments at BYU. At the division of the college in 1965, it enrolled more than 2,800 students, and the number has remained consistently high since that time.

In 1966, Dr. Dale Goodson was hired to supervise the guidance program and to teach a newly created noncredit orientation course. He designed the course to provide students with the information they would need to choose a college major early in their academic careers. The offerings of each BYU college and related occupations were discussed with students by means of slide presentations prepared by each college. Tutoring services have also been coordinated by

this department since 1966. More than 500 students each school year have utilized these services at a cost of about two dollars per hour for tutoring help. Some student tutors, particularly those in the honors program, have offered free tutoring.

In addition to all of these programs, the first classes in the Department of General Curriculum were offered in the fall of 1966 and included history, freshman composition, physical science, Book of Mormon, and survey courses in biology. The first eight graduates of this program were awarded their associate of arts degree in 1968. By 1975, graduates from this program had increased to 167, and the department was offering a bachelor's degree in General Studies.

### **Graduate School**

Although President George H. Brimhall tried to enrich his faculty with professors holding doctorates, this effort was not successful.<sup>40</sup> Under Franklin S. Harris, however, a number of teachers with doctoral degrees were recruited, and the Graduate School finally got off the ground. At the end of World War II many members of the Church with doctoral degrees became available. Howard S. McDonald hired some of them, but the largest recruiting took place under the presidency of Ernest L. Wilkinson. When he came to BYU, less than fifty percent of the faculty held doctorates. By 1975, a total of 711 of the 1,076 full-time faculty members (sixty-seven percent) had doctor's degrees. The teachers who were engaged during the Wilkinson Administration quickly formed the major portion of the faculty. After 1970 the school recruited a number of young scholars, and they have strengthened the graduate program during the Oaks years. By 1975 the size of the graduate faculty exceeded 700 full-time professors.

After the Graduate Division was organized in 1921, Christen Jensen served as chairman until 1929 when the Graduate

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40. Much of the material in this section is taken from "History of the Graduate School, Brigham Young University," October 1972, unpublished typescript in BYU Archives.



School was formally created. He was then appointed dean, a position he filled until 1949. On 1 July 1949, upon the occasion of Dr. Jensen's retirement, Dr. Asahel D. Woodruff was appointed dean of the Graduate School. Woodruff received a bachelor's degree from BYU in 1936, a master's degree in educational administration in 1937, and a doctorate in educational psychology from the University of Chicago in 1941. From 1941 to 1949 he was director of the Bureau of Educational Research at Cornell University. After a period of three years as graduate dean, Dr. Woodruff was granted a two-year leave of absence to serve as associate director of the Army Human Resources Research Office at George Washington University in Washington, D.C. On 1 September 1954 he returned to BYU to serve as dean of the College of Education. When Dean Woodruff left in 1952, former Dean Christen Jensen was called back to serve as acting dean until 1 September 1954 when George H. Hansen was given a two-year appointment as dean of the Graduate School under a new policy of rotation. Dr. Hansen received his bachelor's degree from Utah State Agricultural College in 1918 and his master's and doctor's degrees from George Washington University in 1925 and 1927. A specialist in petroleum geology, he joined the faculty at BYU in 1927 and served as chairman of the Department of Geology from 1928 to 1954. He also served as acting dean of the College of Arts and Sciences from 1950 to 1954.<sup>41</sup>

In September 1957, Dr. A. Smith Pond was appointed graduate dean. Dr. Pond, whose specialty was public finance, received his bachelor's degree from the University of Utah in 1926 and his doctorate from Northwestern University in 1942. He joined the BYU faculty in 1937, was head of the Agricultural Economics Department from 1938 to 1955, and

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41. In 1959-60, Hansen directed the establishment of a Department of Geology at the University of Jogjakarta, Indonesia. He also served as president of the Utah Geological and Mineralogical Society and of the Utah Academy of Arts and Sciences in 1962, from which he received the Distinguished Scientist Award. In 1965 he received BYU's Karl G. Maeser Distinguished Teaching Award. He retired in 1972 after forty-five years as an outstanding educator and scientist.

served as chairman of the Department of Economics from 1952 to 1955. During World War II he was a regional price economist for the United States government. Dr. Pond served as director of the Utah Economics Education Workshop and as president of the Utah Conference on Higher Education for the year 1955-56. He was appointed acting dean of the College of Humanities and Social Sciences in 1955, from which post he became graduate dean. After a tenure of only a few months, Dean Pond suffered a fatal heart attack on 2 April 1959.

During the summer of 1959, former dean George H. Hansen served as acting dean. He was replaced at the end of that summer by Acting Dean Stewart L. Grow, who served during the 1959-60 school year. Dr. Grow, who received his bachelor's and master's degrees from BYU in 1935 and 1948, served as secretary (administrative assistant) to Congressman J. W. Robinson of Utah and Senator John H. Overton of Louisiana. Early in World War II he was an administrative officer with the War Production Board and with the Office of Price Administration. Called to active military service in 1942, he served with the U.S. Army Air Corps, attaining the rank of major. He received his doctorate from the University of Utah in 1954. Dean Grow joined the BYU faculty in 1947 and served as the first chairman of the Political Science Department from 1956 to 1961. He was instrumental in founding the highly successful Institute of Government Service and served as its director from 1961 to 1970. In 1959 he was BYU Professor of the Year.<sup>42</sup>

During the 1950s the Wilkinson Administration was heavily engaged in undergraduate reorganization. The administration waited until it was sure the faculty was fully ready for expanded graduate responsibilities. Even then the administration moved cautiously because it realized that graduate work was expensive and that some members of the Board had

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42. In 1970, Grow was given the Karl G. Maeser Award for Teaching Excellence. He was also honored with the special academic rank of distinguished professor, making him one of only four persons so designated.



questioned whether, in view of the mission of BYU, this cost was justified. But after long deliberation Wilkinson decided that, if the school were to fulfill its destiny, a strong graduate program was necessary. In 1960, Dr. Wesley P. Lloyd was appointed dean of the Graduate School. He obtained his bachelor's and master's degrees from BYU in 1927 and 1934 and was awarded a doctor's degree by the University of Chicago in 1937. His specialty was the philosophy and sociology of education. He became part of the BYU faculty in 1937, serving as assistant professor in the Department of Philosophy of Education and as a dean of men. In 1945 he became dean of students, from which position he moved to become graduate dean, serving until 1969 when he left to become dean of the Graduate School of Arts and Sciences at the new International University at San Diego, California.

With the backing of the administration, the faculty, and the Graduate Council, substantial progress was made under Dean Lloyd's administration. The Graduate School redefined the responsibilities of the Graduate Council and of the graduate faculty. It adopted new procedures for examining the credentials of graduate students and for upgrading and measuring their performance. The Graduate School received authorization for doctoral programs in bacteriology, botany, and zoology in 1959; engineering and religious education in 1962; French, German, and Spanish in 1963; and dramatic arts in 1966. The Board of Trustees also authorized the establishment of master's degree programs in business administration and industrial education in 1960; the Institute of Government Service in 1961; accounting in 1962; Asian studies, Latin American studies, and statistics in 1963; art, health and safety education, and recreation education in 1964; music, library science, and engineering science in 1965; linguistics in 1966; industrial education and civil engineering in 1967; and community school leadership, comparative literature, and community disorders in 1969. A doctoral program later was approved for English and master's programs for civil, electrical, and mechanical engineering.

Also during Dean Lloyd's tenure, membership on the

graduate faculty was restricted to those appointed on recommendation of the Graduate Council. The Graduate School adopted more rigid minimum admission requirements for graduate students. The Board of Trustees increased funds available for academic awards to graduate students from \$46,000 in 1960-61 to \$104,000 in 1968-69. Full-time graduate students, except in unusual cases, were limited to fifteen hours of credit per semester. The Institute of Government Service and the Department of Library and Information Sciences were transferred to the direct supervision of the graduate dean's office. The policy requiring two languages for the doctor's degree was changed to require one language in great depth or one language and a supplemental second language.

Dean Lloyd established regular meetings of the graduate deans of BYU, Utah State, and the University of Utah. The Graduate School became a member of the Council of Graduate Schools in the United States and continued its active role in the Western Association of Graduate Schools. Dean Lloyd authorized, with the approval of President Wilkinson, the receipt of funds from the federal government for direct aid for certain research, a reversal of previous policy. The University was to be merely a conduit of these funds to the students concerned. Dean Lloyd and his coworkers also upgraded the requirements for admission and organized an Office of Graduate Admission and an Office of Graduate Awards for approval of dissertations.

After Dean Lloyd's resignation in 1969, the Graduate Council had a discussion with President Wilkinson as to qualifications for a replacement. Wilkinson commented, "We want the best man for the job whether he be on or off campus — someone who can give the greatest boost to this work; someone with administrative ability and a doctor's degree; someone who can generate ideas and then be able to carry them out; someone with a highly academic background of his own; someone with the competence and ability to evaluate ideas; and someone chosen solely on the basis of merit." Asked about the future of the Graduate School, Wilkinson said, "As far as I



am able to determine, the Board still thinks of the BYU as primarily an undergraduate institution. . . . The Board is planning to go to a graduate program as soon as it can and finances are available. We should do better on our future appropriations from foundations.”<sup>43</sup>

In September 1969, President Wilkinson announced that Dr. Chauncey C. Riddle would be the new dean of the Graduate School. In a memorandum to the Board of Trustees proposing this appointment, President Wilkinson reported that no one could question the intellectual qualifications of Dr. Riddle. Wilkinson recommended a man from the field of religion and social sciences rather than from the physical sciences to facilitate fund raising from outside sources, which was more difficult in the social sciences than in the physical sciences. Riddle received his bachelor’s degree from BYU in 1947 and his master’s and doctor’s degrees from Columbia University in 1952 and 1958. His specialty was the philosophy of science, making him acquainted with the physical sciences. He first came to BYU in 1952 as an instructor in philosophy and religion, was director of graduate studies in the Division of Religion from 1959 to 1961, and served as chairman of graduate studies in religion from 1961 to 1969. Dean Riddle has directed the Graduate School along a road of gradual yet undeniable growth. Obstacles created by a lack of finances and qualified faculty have diminished. Graduate offerings are on the increase, and there has been a steady influx of a new and increasingly competent faculty.

New policies under Dean Riddle have included the stipulation that graduate students are required to move forward on their programs at a rate of at least six semester hours per year. Transfer and undergraduate credit not directly applicable to a student’s degree is limited to ten hours per degree. Registration limitations on graduate students were removed, and an overload fee for hours in excess of sixteen per semester was added. The granting of scholarships was largely replaced by a program of internships wherein gifted students were paid for

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43. “History of the Graduate School.”

assisting outstanding professors in professional activities. Designation of graduate award recipients was changed from the responsibility of the Graduate School to the departments. A review program was instituted wherein each department would receive a careful scrutiny by teams of reviewers from both inside and outside the University on a five-year rotating basis. A Graduate Student Council was organized in order that students might have an organized means of assisting in the improvement of graduate student life and programs at BYU. In addition, college deans were given line responsibility for graduate programs in a position between department chairmen and the dean of the Graduate School.

In 1918-19 the first two master's degrees were conferred by BYU. In 1950-51, the first year of Wilkinson's administration, BYU conferred a total of ninety master's degrees. In 1970-71, a total of 722 master's degrees were conferred. Through April 1975 the University has awarded a total of 9,331 master's degrees. The first five doctorate degrees were granted in 1960-61. In 1970-71, the last year of the Wilkinson Administration, 102 doctorate degrees were conferred; by April 1975, the cumulative total was 882. From the time of the establishment of Brigham Young Academy through April 1976, the University awarded one hundred honorary degrees (*see* appendices to volume 4 for a summary of the certificates, degrees, and honorary degrees awarded at BYU from 1876 to April 1976).

### **Faculty Evaluation**

Since the Wilkinson Administration began with a faculty of around 200, it was a relatively easy matter for the president — under instructions from his Board of Trustees — alone to determine salaries and, in doing so, to evaluate relative merit. Since he knew most of the faculty and could talk with chairmen and deans about each one individually, he was reasonably confident of his ability to evaluate their services and to decide the amount of their salaries. As the faculty grew, however, this became increasingly difficult. More and more, the

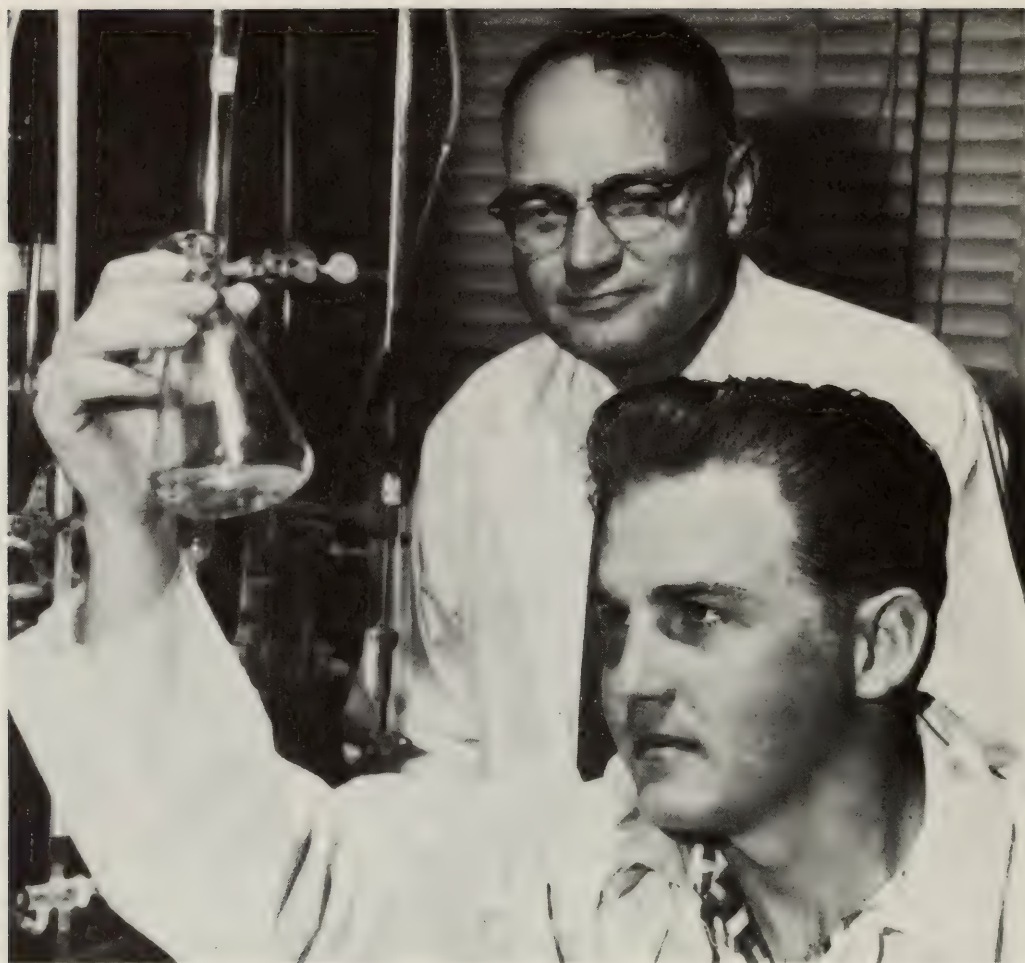


president had to rely on the evaluations of deans and chairmen in making his salary determinations.

By 1964 the faculty was so large that a permanent organization was set up to appraise the competence and effectiveness of each teacher. Stephen Alley of the College of Education was placed in charge of this project. Under his supervision, student as well as administrative evaluations were made of each teacher. Attempts to have a supplementary appraisal by the teacher's peers, however, never became very effective since few teachers felt that they had either the information or inclination to judge one another.

After examining questionnaires used by other universities to gather student evaluations of their teachers, Alley developed a rather careful instrument which combined the best features of those which were reviewed. With this information, and with the explicit comments of deans and department chairmen, Alley then met with President Wilkinson and the academic vice-president (first Earl C. Crockett, then Robert K. Thomas) to make his final recommendations. For a while this procedure was carried out for every teacher on a yearly basis. Later, only new faculty members received such extensive examination; others were reviewed on a three-year cycle.

The president, the academic vice-president, and Alley were always aware that student evaluations were questionable on several counts. For instance, few students had a good basis for comparing teacher effectiveness, and many were inclined to give a high rating to faculty members who entertained them. By the time they were upperclassmen, however, many of the students were at least as critical as deans and department chairmen. Thus, evaluations by senior students, the estimates of deans, and the explicit review of department chairmen were given about equal weight in a final determination. To be sure that he was not overlooking evidence that these procedures did not unearth, during the last years of his administration Wilkinson also met with the faculty of each college to discuss their work. Occasionally this gave him an insight into an individual teacher that he could gain in no other way.



A BYU professor and graduate student  
working on a research project in the  
Chemistry Department.



Over several years Wilkinson was struck by the fact that most students took their opportunity to rate teachers very seriously. He often remarked that those who were consistently ranked the highest by students had the reputation of being the most demanding. He felt that this was a tribute both to the teachers and to their students.

The wide range of teaching effectiveness identified by students and acknowledged by deans and department chairmen had at least one unmistakable effect on President Wilkinson. It reinforced his opposition to standardized salaries at any academic level. Attempts to set lock-step salary schedules seemed to him to reward incompetence and ignore merit. While appropriations for faculty salaries limited his ability to make the discriminations he always hoped to bring about, Wilkinson never gave up on his efforts to recognize and reward superior teaching. Upon the appointment of Stephen Alley as dean of the College of Education, the evaluation project was headed by Bertrand Harrison and, later, by Hugh Baird, but emphasis on finding objective ways to identify the best teachers at BYU remained at the heart of this evaluative effort.

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# Between the Ideal and the Reality: Attempts to Build Junior Colleges

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The tremendous growth of the Church and of Church education in the 1950s led officials to consider the desirability of establishing a network of junior colleges which would feed into Brigham Young University. Suitable locations for several colleges were selected and lands were acquired. While these plans were ultimately put aside for reasons of economy, their consideration tells much about the place of Brigham Young University in the Church Educational System.

## **Changes in Church Leadership**

In the spring of 1959 the Church suffered a severe loss with the death of Stephen L Richards, first counselor in the First Presidency. Upon hearing the news, President McKay wept as he said, "He was as dear to me as a brother — a true and loyal friend, a wise counselor, with one of the greatest minds in the Church — Oh! how I shall miss him!" President Richards's passing was a severe loss to the Church school system, for he consistently supported the growth and funding of Church education. He perceived educational needs clearly and probably exercised more influence with President McKay than any other single adviser. Said President McKay, "President

Richards had a brilliant intellect, and loving heart; he was true to the Church. I do not suppose there was ever a man who could more sincerely lose himself in consideration of problems than could Stephen L. He considered each problem on its merits, irrespective of personality, self-relationship to it, and his judgment was really clear and sound.”<sup>1</sup> In the estimation of President Wilkinson, Elder Richards was “in a large part responsible for transforming Brigham Young University from essentially a local institution to the great senior university of the Church.”<sup>2</sup> It was he who was primarily responsible for changing the composition of the Board of Trustees from local Church officials to General Authorities.<sup>3</sup>

Upon President Richards’s death, J. Reuben Clark, Jr., was named first counselor, and Elder Henry D. Moyle was called to be second counselor in the First Presidency. Elder Moyle had served on the Executive Committee of the Board of Trustees and had been especially active in the school’s financial matters.<sup>4</sup> Two years later, President J. Reuben Clark died. For more than twenty-eight years, he had served faithfully in the presidency of the Church under Presidents Heber J. Grant, George Albert Smith, and David O. McKay. He was a man of unusual experience, great intellectual strength, and a towering example of unselfish, humble service to the Church and to mankind. His contributions to BYU and other segments of the Church school system were of lasting influence. He did not always share the views of President Wilkinson as to the possibilities of graduate education at BYU, but he consistently maintained that the primary purpose of Church education was to instill faith and testimony in students.

In September 1961, Elder Hugh B. Brown was called to fill the position of second counselor in the First Presidency. He was a former BYU faculty member. A member of the

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1. Diary of David O. McKay, 19 May 1959.
  2. “Funeral Services Set for President Richards,” *BYU Daily Universe*, 20 May 1959.
  3. Ernest L. Wilkinson to Glenn V. Bird, 16 September 1975, Centennial History Papers, BYU Archives.
  4. Ernest L. Wilkinson to David O. McKay, 24 September 1959, Wilkinson Presidential Papers.





President David O. McKay and counselors Henry D. Moyle and Hugh B. Brown, who served as the First Presidency of the LDS Church during the early 1960s.

Quorum of Twelve and Board of Trustees, he had served on the Executive Committee of the Board of Trustees. These changes in the First Presidency did little to affect the direction of BYU, but they did, to some extent, affect the degree of emphasis given by the Church to education generally and the junior college program particularly. Because of the continuing growth of the Church, its funds were under greater and more diverse demand than ever before. With such long-range and expanding Church needs, its educational plans faced increased scrutiny.

Within a year after President Clark's passing, Elder George Q. Morris of the Quorum of the Twelve and of the BYU Board of Trustees and Executive Committee died. He too had been an influential supporter of the school and had urged Wilkinson's appointment. Thus, by the end of 1961, presidents Richards and Clark and elders John A. Widtsoe, Albert E. Bowen, and Joseph Merrill, members of the committee which had recommended President Wilkinson's appointment, were removed from the scene, and new men came into prominence. Elder Howard W. Hunter was called to the Council of the Twelve on 15 October 1959, Elder Gordon B. Hinckley on 4 October 1961, and Elder Thomas S. Monson on 10 October 1963.

In the meantime, in the summer of 1962 President Wilkinson recommended that the Board of Trustees of BYU and the Church Board of Education be expanded to include not only the already overtaxed members of the Quorum of the Twelve but also some assistants to the Quorum, along with members of the First Council of the Seventy and of the Presiding Biahopeix.<sup>5</sup> The membership of the two boards was increased in September 1962 to include Marion D. Hanks and A. Theodore Tuttle, both of the First Council of the Seventy; Boyd K. Packer, representing the assistants to the Twelve; and John H. Vandenberg, representing the Presiding Bishopric. The respective executive committees were similarly enlarged and

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5. Ernest L. Wilkinson to Clyde D. Sandgren and John Bernhard, 22 May 1962, Wilkinson Presidential Papers.



altered so as to be composed of President Joseph Fielding Smith as chairman and Harold B. Lee (an increasingly powerful voice), Delbert L. Stapley, Marion G. Romney, LeGrand Richards, Howard W. Hunter, Gordon B. Hinckley, and Boyd K. Packer as members.<sup>6</sup> Elders Tuttle and Packer possessed wide experience in the Church seminary and institute program, and the other appointees were supporters of Church education generally.<sup>7</sup> In 1968, Belle S. Spafford, general president of the Relief Society of the Church, was also appointed to the Board.

### **Administrator to Chancellor**

On 28 April 1960, President McKay changed Wilkinson's title from administrator to chancellor. President McKay explained to his counselors "that administrator is a title given to educators on a lower status than that of the president of a university, and that where one is head of several universities he usually has the title of chancellor, as in the case in various educational setups throughout the United States."<sup>8</sup> During these years, William E. Berrett continued to be in charge of seminaries and institutes. He was assisted in turn by Theodore Tuttle, Boyd K. Packer, Dale Tingey, and Alma P. Burton.

### **Continued Increase in Enrollment**

In the 1956-57 academic year, BYU's cumulative enrollment stood at 10,542. The school was even then straining to accommodate the growing numbers, and President Wilkinson and others were calling for an enrollment ceiling of 12,000 to 15,000. Many of the same factors that contributed to the swelling enrollment from 1950 to 1956 persisted through the years from 1957 to 1964. While enrollment was undoubtedly stimulated by the national sentiment which resulted in an increase in college enrollment throughout the country, BYU

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6. BYU Board Minutes, 5 June 1963.

7. Memorandum of conference between Ernest L. Wilkinson and David O. McKay, Diary of David O. McKay, 13 September 1962.

8. Diary of Ernest L. Wilkinson, 28 April 1960.

was growing much faster than other Church-related institutions of higher learning, which actually began to decline in enrollment after 1961-62.

In terms of cumulative enrollment, BYU advanced from 10,542 in 1956-57 to 18,496 in 1964-65, an increase of approximately eighty-one percent. Between 1956-57 and 1960-61, however, enrollment grew little, registering less than a ten percent increase in a five-year period. This is explained in part by the efforts being made to keep the school enrollment under 15,000 and by successful efforts to increase enrollment in LDS institutes. But because of the growing number of applications for admission to BYU, the Church and school had little choice but to allow more students to enroll. As a result, between 1960-61 and 1964-65, enrollment grew nearly 2,000 students per academic year. The biggest single year's increase occurred in the academic year 1963-64 when enrollment increased 2,305. One of the signs of total school growth was the size of the freshman class; the total number of freshmen first climbed above the 6,000 mark in 1963. This pointed to a total enrollment of more than 20,000 new students within three or four years.

### **The Expanding Seminary and Institute Program**

As administrator of the Unified Church School System, Wilkinson worked to increase institute enrollment and establish new institutes. He gave encouragement to directors of institutes and seminaries to recruit students in their respective areas as BYU faculty members had done, a policy which was confirmed and reinforced by an official letter of the First Presidency in 1958 which gave institute personnel "authorization to participate in quarterly [stake] conferences, occupying such time in those services as may be considered wise and proper in discussing the Church's educational program."<sup>9</sup>

Six years later the First Presidency sent a letter to all local authorities which stated,

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9. First Presidency to Ernest L. Wilkinson, 5 February 1958, Wilkinson Presidential Papers.



Obviously, all of the LDS students who study at the post-high school level cannot enroll in one of the Church schools. . . . When an LDS Institute of Religion is available at a nearby college, we believe that in many cases it would be wise for the student to complete his freshman year where the influence of the home could be a supportive factor.<sup>10</sup>

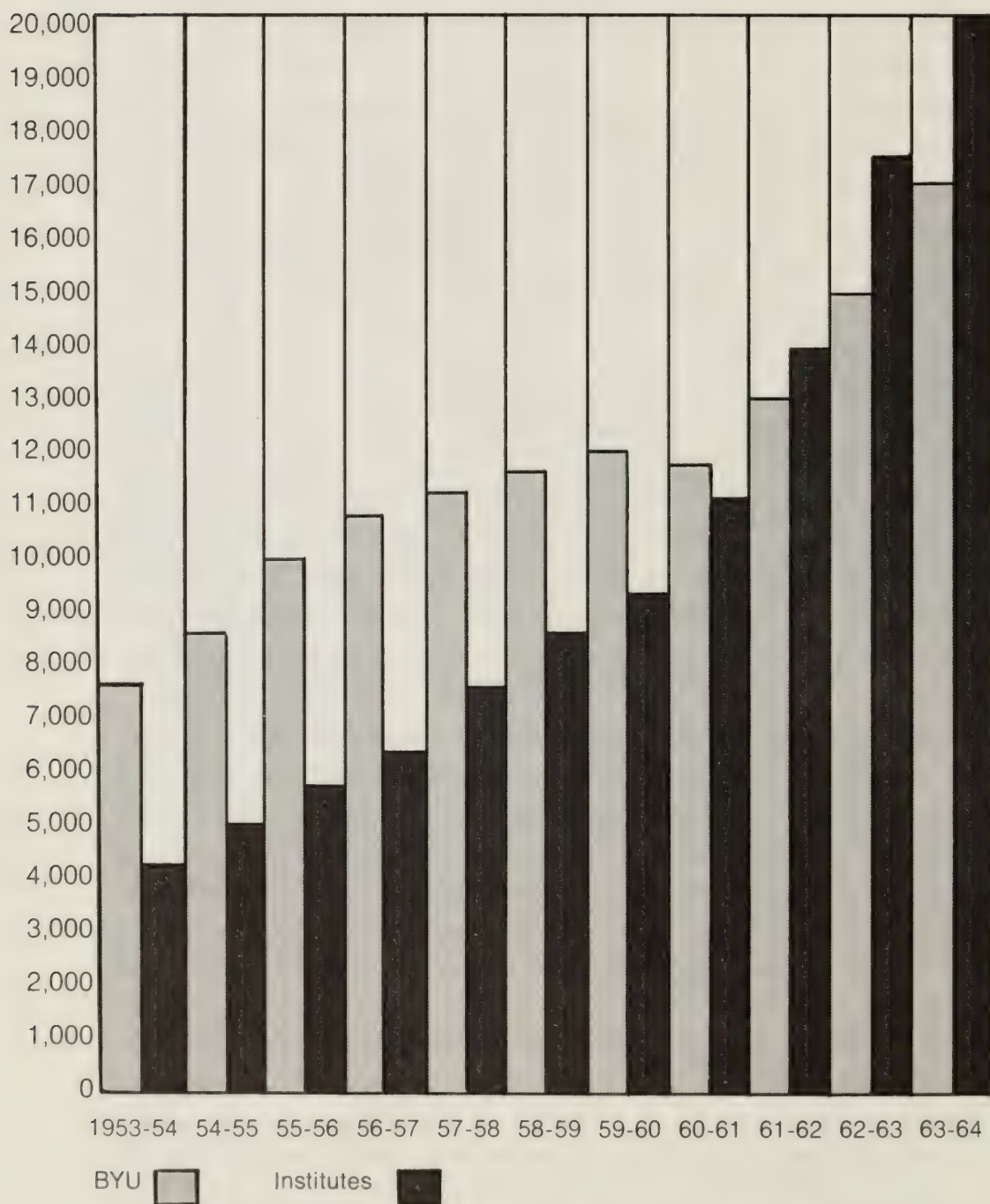
While the action of the administrator, the First Presidency, and the institute directors did not stop increases in enrollment at BYU, it did increase institute enrollment substantially. During the period from 1951-52 to 1963-64 the number of Latter-day Saints attending institutes throughout the Church grew at a faster pace than enrollment at BYU (*see* accompanying chart).

Although the story of the growth in the institutes and seminaries during Wilkinson's administration as administrator or chancellor is related in a multivolume history of Church education by William E. Berrett, a few salient trends should be noted. The number of students attending LDS institutes of religion grew from 4,565 in 1953-54 to 19,205 in 1963-64. In 1953, seventeen full-time and six part-time institutes were in operation. By 1964 those figures had increased to forty-two full-time and 124 part-time institutes. Total enrollment in the seminaries climbed from 34,467 in the 1953-54 school year to 91,236 in the 1963-64 school year. By the early 1960s the program had spread from the Intermountain area to seventeen other states, as well as into Mexico. In many of these states students attended non-released-time seminary classes early in the mornings before their regular high school classes began.<sup>11</sup> At one point Chancellor Wilkin-

10. "BYU Plans to Limit Enrollment to about Its Present Size," *BYU Daily Universe*, 9 December 1964.

11. While Wilkinson did not continue as chancellor after 1964 (*see* chapter 36), Harvey L. Taylor and William E. Berrett, whom he had appointed, continued in charge of seminaries and institutes and Church schools outside of BYU until October 1970 when they were retired. At that time there were 44,005 students attending 303 institutes in 34 states and 6 foreign countries. There were also 132,053 students attending LDS seminaries in all 50 states and in 11 foreign countries.

## Cumulative Enrollment at Brigham Young University and LDS Institutes of Religion, 1953-54 to 1963-64



Source: (1) *BYU Enrollment Resume*, p. 2; (2) *Seminaries and Institutes*, The Church of Jesus Christ of Latter-day Saints, Section II, Chart 12.



son recommended that institutes and seminaries be established in Europe and Asia, but "the Board did not seem ready for it."<sup>12</sup>

Other advances in this field were in the areas of upgrading the quality of teachers through increased training and improved salaries. The Church sponsored summer seminars at BYU every other year in which General Authorities instructed seminary and institute personnel in the doctrines of the Church. The Church instituted screening techniques in employment procedures to assure that only capable applicants were hired into the system. The Church school system also required all seminary teachers to have teaching certificates mandatory for high school teachers in the states in which they were employed.

Between 1957 and 1964 the total Church monies (budgetary allocations and special projects) distributed annually to the seminary and institute program multiplied three and one-half times, from \$2,500,000 to more than \$9,000,000. Included in that dramatic increase was a 700 percent increase in monies earmarked for capital projects and construction. From 1957 to 1964 the percentage of all Church school funds allocated to BYU decreased from seventy-two to forty-nine percent, while during the same period the percentage of all Church school funds allocated to institutes and seminaries increased from nineteen to thirty percent.<sup>13</sup> Despite this substantial increase in both attendance at and financial help for seminaries and institutes, some felt that Wilkinson's position as president of BYU prevented him from fairly administering the seminary and institute program. They expressed misgivings about the "protected" atmosphere of BYU and the "provincialism" of Provo. Exposure to the world and its ideas and mores, balanced by religious education as afforded by the institutes and ward activities for the youth, were, to many

12. Ernest L. Wilkinson to Richard E. Bennett and Harvard S. Heath, 9 October 1974, Centennial History files, BYU Archives.

13. "The Church of Jesus Christ of Latter-day Saints Unified Church School System — Approved Budgets for 1957 and 1964," Wilkinson Presidential Papers.

minds, as powerful a laboratory in properly educating Church youth as BYU. But Wilkinson remained strong in his conviction that Church schools offered a superior plan of education because they afforded an opportunity for religious teachings in all courses. Nevertheless, he strongly supported and encouraged the growth of the institute program for the benefit of students who could not conveniently avail themselves of the benefits of higher education in an LDS Church school.

### **The Movement to Establish Junior College**

The tremendous growth of BYU, together with an even larger growth of LDS institutes, prompted a study of the best way to provide the proper education for LDS students. A 1953 study by Dr. Howard C. Nielson forecasting the growth of the Church and the number of future LDS college students, made at the request of Wilkinson, suggested the need to establish a ring of junior colleges throughout the West. Nevertheless, a 1954 college referendum vote expressed overwhelming opposition to the transfer of three Utah junior colleges back to the Church. Furthermore, the decision to reduce Ricks College at Rexburg, Idaho, to the status of a two-year junior college to feed into BYU as senior University of the Unified Church School System met with considerable opposition in Rexburg. Left undecided in that dispute was whether it would be wise to transfer Ricks College from Rexburg to Idaho Falls. In this situation, no progress had been made in building or acquiring new junior colleges in Utah. BYU's expanding enrollment now prompted Wilkinson to propose a number of junior colleges outside of Utah, thus limiting the enrollment of BYU to 12,000 or 15,000 and maintaining a more intimate and friendly campus spirit.<sup>14</sup>

### **Land Acquisitions**

Appearing before the church Board of Education in Oc-

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14. Ernest L. Wilkinson to Howard S. McDonald, 26 July 1953, Wilkinson Presidential Papers.



tober 1957, President Wilkinson presented charts and figures prepared by Nielson relating to future, accelerated Church growth. These charts made it plain that the anticipated number of college-age Latter-day Saints could not possibly be accommodated at Provo. As a result, several new Church junior colleges were envisioned which, along with Ricks, would become branches of BYU. As compared with the institutes, Church junior colleges, in Wilkinson's mind, would insure that all students would receive religious education. Furthermore, teachers would not be prevented, as in state institutions, from discussing religious truths in classes dealing with secular subjects. Religion class offerings would be more extensive than in the institutes, and it was felt that a more pervasive and distinctive LDS atmosphere would exist on campus.<sup>15</sup>

This presentation was persuasive to members of the Board, and on 5 December 1957 the Board agreed to limit BYU enrollment to between 12,000 and 15,000; consented to the purchase of land in Salt Lake City and three tracts of land in Los Angeles for junior colleges; and gave permission to investigate the purchase of land at Phoenix, Arizona; San Francisco, California; Portland, Oregon; Spokane, Washington; and Boise-Caldwell, Idaho.<sup>16</sup> Convinced that junior colleges could more effectively benefit LDS students than could the institutes, Presidents Stephen L Richards, J. Reuben Clark, Jr., and Joseph Fielding Smith led out in support of the proposal.<sup>17</sup>

The proposal to establish an LDS junior college in Salt Lake City had received much prior consideration. Some members of the Executive Committee of the Church Board of Education believed that this action "might be considered unwise competition with the University of Utah." Others responded

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15. General Church Board of Education Minutes, 4 October 1957, BYU Archives.

16. General Church Board of Education Minutes, 6 December 1957. *See also* General Church Board of Education Executive Committee Minutes, 24 October and 5 December 1957.

17. BYU Board Minutes, 28 February 1958.

that at one time the University of Deseret had been planned as a Church school and that the Church had operated LDS College, later called LDS University, within Salt Lake City. Thus, the precedent had been established.<sup>18</sup>

As early as April 1957, President David O. McKay expressed his favorable reaction toward establishing a junior college in Salt Lake City. It was estimated that seventy-one percent of the Salt Lake County population was Mormon "and that as many as 4,000 Latter-day Saint students might be interested in attending a junior college in Salt Lake City."<sup>19</sup> At one time, Adam S. Bennion, as Church commissioner of education, believed there should be a junior college in Salt Lake City even though the University of Utah had only 3,000 students at the time.<sup>20</sup> It was envisioned that the Salt Lake City college would not be a branch of Brigham Young University, thus preventing any direct feeling of rivalry between BYU and the University of Utah.<sup>21</sup> Nevertheless, the proposed school would remain a vital part of the Unified Church School System. Upon receiving permission to buy property in the capital city, Wilkinson, at the request of President McKay, conferred with Governor George Clyde to get his appraisal. Clyde, himself an educator, offered "no objection" to the proposal, saying that the Church could create a junior college with no fear of duplication of facilities because of what he believed to be the growing need for such a Church school.<sup>22</sup> Furthermore, as a member of the Church, the governor "was enthusiastic about Church junior colleges" generally and thought a series of junior colleges in the West would be akin to a new missionary system and would give great prestige to the Church.<sup>23</sup> The governor and other leading state officials

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18. General Church Board of Education Executive Committee Minutes, 7 March 1957.

19. *Ibid.*, 25 April 1957.

20. "Proposed Pilot Plan for Junior Colleges," 3 July 1963, BYU Archives, pp. 49-50.

21. Ernest L. Wilkinson to George W. Romney, 9 March 1959, Wilkinson Presidential Papers.

22. Diary of David O. McKay, 4 January 1958.

23. General Church Board of Education Executive Committee Minutes, 23 January 1958.



agreed, however, that it would make for a much less troublesome situation if the proposed junior college in Salt Lake City were not a branch of BYU.

On 19 June 1958 the Church purchased 169 acres of land between Sixth and Tenth West and between Thirty-Fifth and Thirty-Ninth South in Salt Lake City.<sup>24</sup> However, within a few months, John F. Fitzpatrick, a Catholic and publisher of the *Salt Lake Tribune* who was on friendly terms with Wilkinson, informed him that the city was willing to sell the Forest Dale Golf Course, consisting of sixty-four and one-half acres located between Ninth and Eleventh East and Twenty-First and Twenty-Seventh South streets. When this information was presented to the Board, it was decided to purchase this property and some adjacent acreage for a junior college and four acres near the University of Utah for an institute of religion.<sup>25</sup> The Forest Dale site has distinct advantages as a setting for a junior college. Surrounded by a well-developed residential area and near the Sugar House business district, it would provide nearby part-time employment opportunities for future students. Since it would be adjoined on the north by the future east-west freeway (Interstate 80), highway accessibility would be excellent.

The proposed institution was to have a threefold purpose; namely, to provide junior college training for those who wanted to get their first two years of advanced schooling at a junior college, to give vocational and some liberal arts training to those wishing only an associate degree, and to provide opportunities for adult education in evening school.<sup>26</sup> Construction was to begin immediately, and, from all indications, a large majority of Salt Lake City businessmen and influential people like John Fitzpatrick were "very happy" about the school's establishment.<sup>27</sup> There was, however, an undercurrent of opposition from the University of Utah. The very fact

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24. BYU Board Executive Committee Minutes, 22 May 1958.

25. BYU Administrative Council Meeting Minutes, 26 December 1958, BYU Archives.

26. "Early Construction Start Hoped for SLC School," *BYU Daily Universe*, 6 January 1959.

27. BYU Board Minutes, 4 February 1959.

that the Church was now consenting to the construction of a Church school in Salt Lake City rekindled a discussion which began in the 1890s when the Church, to support the University of Utah, gave up the idea of building and maintaining a great university in Salt Lake City. Not only was the Church at that time in financial difficulties itself, but, more significantly, it was willing, at the urgent request of the president of the University of Utah, to forego its own university in return for gaining a voice in the operation of the University of Utah through the appointment of Dr. James E. Talmage as president. It was also anxious to avoid charges that the Church, by maintaining a competing university, was responsible for the possible demise of the University of Utah.<sup>28</sup>

Meanwhile, progress was being made elsewhere in preparing for a number of other junior colleges, all of which were to be branches of Brigham Young University. During the spring and summer of 1957 a site consisting of 280 acres of farm land in Idaho Falls, Idaho, was purchased in contemplation of the transfer of Ricks College from Rexburg to Idaho Falls.<sup>29</sup> It was thought that larger enrollments would be attracted to Idaho Falls than to Rexburg since more Latter-day Saint stakes were close to Idaho Falls and the city itself was much larger.<sup>30</sup> Expected to become the largest city in Idaho, Idaho Falls already had a temple and an LDS hospital. The larger city afforded more opportunities for student employment, more housing accommodations, and more cultural opportunities. Transportation facilities at Idaho Falls made it much more easily accessible than Rexburg. Although the cost of erecting an entirely new campus would be substantial, it was argued that such cost would not be much greater than the

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28. See D. Michael Quinn, "The Brief History of Young University in Salt Lake City," *Utah Historical Quarterly* 41 (1973):69-89, and chapter 8 herein.

29. BYU Board Minutes, 7 May 1958. See also "History of Junior College Property," 1971, Wilkinson Presidential Papers.

30. According to the United States Bureau of Census, in 1950 the population of Idaho Falls was 19,218, while Rexburg had only 4,253 residents.



expense of refurnishing, repairing, and enlarging the existing Ricks campus.

Besides Salt Lake City and Idaho Falls, the areas that received greatest attention were Northern and Southern California and Arizona. This was consistent with the general policy that junior colleges be located in "present or future large Church population centers."<sup>31</sup> Since the Church membership in those areas was growing rapidly, it was felt that the Los Angeles, San Francisco Bay, and Phoenix, Arizona, areas could support LDS junior colleges.

In the spring of 1958 the Church purchased approximately 257 acres of ranching property from G. Henry Stetson in the San Fernando Valley, northwest of Los Angeles.<sup>32</sup> Another 138-acre parcel located on La Palma and Euclid Avenues in the heart of Anaheim, California, was purchased.<sup>33</sup> Although Wilkinson was authorized to purchase three sites in the Los Angeles area, he purchased only two, since, through the influence of Elder LeGrand Richards, a third site consisting of around 200 acres in LaVerne (in the northeastern part of Los Angeles) was given to the Church. In January 1960 the Board of Trustees approved the purchase of 313 acres of land in Portland, Oregon. Two months later, 199 acres were obtained in Fremont City, south of Oakland, California.<sup>34</sup>

The last major piece of property obtained for junior college purposes was located in Arizona. Southern Arizona has a history of Mormon colonization, and in modern times the LDS population has grown to become one of the larger religious bodies in the state, with a temple in Mesa, not far from the capital city of Phoenix. President Wilkinson and the Board agreed that a college should be built in the Grand Canyon State, but they were temporarily stymied for lack of a good

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31. BYU Executive Committee Minutes, 21 May 1959.

32. BYU Board Minutes, 28 March 1958. *See also* Ernest L. Wilkinson to A. C. Lambert, 21 October 1958, Wilkinson Presidential Papers.

33. First Presidency to Ernest L. Wilkinson, 3 April 1958, Wilkinson Presidential Papers. *See also* "History of Junior College Property."

34. "History of Junior College Property." *See also* BYU Board Minutes, 4 November 1959 and 6 January 1960.

location. Elder Delbert L. Stapley and President Wilkinson then had a conference with Governor Paul F. Fannin, who prevailed on the Arizona State Legislature to enact legislation putting the state hospital farm acreage in East Phoenix up for sale at public auction. In July 1960 the Church was successful in purchasing this tract of 249 acres of land in East Phoenix (sold in two parcels).<sup>35</sup> The desire to have a junior college was so strong that business interests who would have liked to purchase and develop the property declined to bid in opposition to the Church.

In total, from the spring of 1957 until the summer of 1960, the Church purchased approximately 1,650 acres of land in five states at a cost of more than eight million dollars for the purpose of establishing a system of junior colleges, all but one of which were to be branches of Brigham Young University. Not only was the Arizona land purchased at a bargain price, but, with excellent negotiating by Ben E. Lewis, some of the other sites were obtained at prices considerably lower than they could have brought from other buyers. Even though they were not members of the Church, the vendors were eager to have Mormon educational institutions erected on the land they were selling. The Stetson Ranch was sold to the Church at a very substantial discount from the Church's own appraisal because the owner (not a Mormon) wanted the LDS Church to have it in preference to another church which was negotiating for the land. In accordance with instructions, the original attempt to purchase the Fremont property was made without disclosing the purpose for which the land was to be used. The owner refused to sell it. Later, on learning of the intended use, the owner changed his mind and sold it to the Church. President Wilkinson construed these favorable purchases as providential.<sup>36</sup> Each school was to have an ultimate enrollment of approximately 5,000 students, which Wilkinson considered an ideal size for junior colleges.<sup>37</sup>

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35. "BYU Buys Phoenix J. C. Site," *BYU Daily Universe*, 27 July 1960.

36. Minutes of conferences between Ernest L. Wilkinson and Ben E. Lewis, November 1974, Centennial History files, BYU Archives.

37. Ernest L. Wilkinson to Henry Aldous Dixon, 25 February 1959,



Besides these actual purchases, some consideration was given to the possible acquisition of land in the East or the South, in Mexico, and even in Europe. None of these purchases materialized, even though land had been offered free for the establishment of a junior college in Florida.<sup>38</sup> Many residents of Southern Utah, particularly in the St. George area, were anxious to have the Church use its influence to acquire Dixie College from the State of Utah.<sup>39</sup> No action was taken along these lines.

### **Reluctance to Push On**

Although the properties were purchased with full authorization of the Board, there was no unanimity among the highest leaders of the Church as to the time of construction of each college. It was understood that further authorization would be required in each instance. Opposition centered on three major areas of concern. The first was whether the Church could afford to construct and maintain so many new junior college campuses and at the same time continue to meet all of its other financial commitments without going into debt. This same consideration frustrated the efforts of Karl G. Maeser in the 1890s to build a large string of Church academies and forced the Church to convey to the state in the 1930s all of its junior colleges in Utah and one in Arizona to the county in which it was located. Second, while some firmly believed that junior colleges supplied the answer to the challenge of educating an ever-increasing number of Latter-day Saint college students, others maintained that the institutes could do an acceptable job of educating students at far less cost. Often this argument became vigorous as strong and dedicated leaders

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Wilkinson Presidential Papers.

38. BYU Board Minutes, 15 October 1958 and 12 May 1960.

39. In the 1954 junior college referendum vote in Utah the southern counties, unlike Weber, Salt Lake, and other northern counties, voted overwhelmingly to transfer the state schools back to the Church. They retained this sentiment. *See* J. Elliot Cameron to Harold B. Lee, 19 October 1966; and Lee to Cameron, November 1966, Harold B. Lee Papers, Church Historical Department.

expressed differing points of view. The issue centered on the question of which plan, considering the limited funds available, could more effectively further the goals of the Church. The third area of conflict, the proposed plan to move Ricks College from Rexburg to Idaho Falls, involved deep-seated personal feelings and the fear of depreciated property values in Rexburg.

### **The Ricks College Controversy**

As early as 1953 an astute observer at BYU wrote the following, thus foreshadowing the story of the Ricks College transfer controversy:

In terms of future growth of the Church, accessibility by transportation routes, employment and housing opportunities for students, and a number of other conditions, there is little question that Ricks should be moved to Idaho Falls. The price of this transfer is very great. . . . I believe the two main obstacles to transfer will be 1) the cost of abandoning the present campus and building a new one, and 2) the delicate public relations involved in removing the College from Rexburg.<sup>40</sup>

Although the land had already been purchased for the construction of a new junior college in Idaho Falls, opponents of the transfer contended that it would injure public relations. The longstanding relationship between Ricks College and the Rexburg community was very congenial, a product of cooperative understanding. Opponents also insisted that the disruption inherent in moving, the sheer effort involved, and the expense of transporting college equipment and building an entirely new campus would be prohibitive. Many Rexburg residents pointed out what they felt would be the great personal financial loss to faculty and townspeople — the city would lose its main industry, property values would fall, businesses would be hurt, and the faculty would be faced with selling homes on a depressed market. Equally significant,

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40. Arthur D. Browne to William F. Edwards, 31 December 1953, Wilkinson presidential Papers.



townspeople believed that because Ricks had survived the transfer of all Church colleges to state governments in the early 1930s the Church had an implicit commitment to retain the school in its present location.

Because of the deep feelings involved, the issue became much more important than the mere closing of one school and the construction of another. Not just bricks and windows, but hearts and families, traditions, feelings, and honor became involved. Nevertheless, the transfer proposal received strong support from many sources outside Rexburg. On 8 April 1957, during general conference in Salt Lake City, fifteen stake presidents from Southeastern Idaho met with Church officials, and most of them favored the transfer. Eight days later the Church Board of Education unanimously agreed that Ricks College should be moved.<sup>41</sup>

Unfortunately, news of the proposed transfer leaked out before it was officially announced. As one observer exclaimed, "Day by day the stories grew out of all proportion," rumors circulated, and Rexburg businessmen became upset.<sup>42</sup> The First Presidency received scores of letters from Rexburg opposing the action, and within a week the town was in a state of total agitation. As a result, the Executive Committee of the Church Board of Education hesitated. It recommended the continuance of a college branch at Ricks College (probably an agricultural department) after the opening of the proposed Idaho Falls campus so as to alleviate some of the financial and real estate problems occasioned by a sudden termination of the entire Ricks College.<sup>43</sup> Nonetheless, the intent to transfer remained strong. Many leaders thought that the failure of the Church to build in Idaho Falls would induce the state or another religious denomination to establish a school there which would eventually reduce Ricks attendance

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41. General Church Board of Education Minutes, 16 April 1957.

42. Gene Shumate to David O. McKay, quoted in Diary of David O. McKay, 18 April 1957.

43. General Church Board of Education Minutes, 26 April 1957. *See also* General Church Board of Education Executive Committee Minutes, 25 April 1957.

and injuriously compete with the proposed Church junior college in Idaho Falls.

One of the voices most insistent that Ricks College be kept in Rexburg was that of Delbert G. Taylor, president of the Rexburg Stake, who thought the proposed removal would do irreparable harm to the community. He wrote Harold B. Lee,

The tension here [Rexburg] is serious. We cannot understand all the reasons involving the proposal to move Ricks College elsewhere. If Dr. Wilkinson could only have come to Rexburg and advised us how best we could serve the Church and the community through Ricks College, I am sure things would have been different. . . . Rexburg can and will fill every need of the Church in the education program and do it more effectively than any other community.<sup>44</sup>

Since many at Ricks were firmly convinced that President McKay had made a previous commitment to retain the school in Rexburg, the issue became even more complex.<sup>45</sup> On 21 May 1957, President David O. McKay and President Ernest L. Wilkinson visited the Ricks campus to confer with those opposed to the transfer. The revered Church leader wished to discover whether the school buildings, if vacated in Rexburg, "would be left standing as ghosts" to discourage and irritate the local populace. He also wanted to know whether Ricks College, if left at Rexburg, would need only a few new buildings, and he was anxious to understand the situation first hand.<sup>46</sup>

On June 1 a special meeting of fifteen stake presidents from Southeastern Idaho and six invited civic leaders from Rexburg was held in Idaho Falls to review the situation. President Wilkinson and members of the Church Board of Education also attended. Both those who were for and those who were against the plan freely expressed themselves. After five hours of frank discussion the meeting was dismissed with President

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44. Taylor to Lee, 21 May 1957, Harold B. Lee Papers.

45. Howard E. Salisbury to Harold B. Lee, 21 May 1957, Harold B. Lee Papers.

46. Diary of David O. McKay, 21 May 1957.



McKay asking all present to personally write him their "views of what should be done about Ricks College."<sup>47</sup> The requested mail demonstrated that there were about as many for the proposal as there were against it. Generally speaking, ecclesiastical and civic officials representing Rexburg and surrounding areas were opposed, while their counterparts from in and around Idaho Falls approved of the proposed transfer. Finally, on 11 July 1957, President McKay announced that although he had seen the merits of the transfer argument and had voted for it he had not been irrevocably converted to the proposal. He felt it would not be "worth the cost to move Ricks College from Rexburg to Idaho Falls."<sup>48</sup> Later in the day, President McKay met with the Executive Committee of the BYU Board of Trustees and of the Church Board of Education and announced the transfer would not be made. Although every reason advanced for removal of the school to Idaho Falls was sound, he told them, it was not worth the price.

After President McKay decided not to remove Ricks College from Rexburg, the Church Board of Education had to decide what to do with the land in Idaho Falls. It had been suggested that a junior college still could be erected on the property, but most leaders did not favor having two Church schools so close together. Even President Wilkinson was against it. The idea was not economical or administratively sound, and duplication of facilities would invariably result. From the summer of 1957 until the summer of the next year it appeared that the transfer was a dead issue. However, on 29 October 1958, five stake presidents from the Idaho Falls area wrote the First Presidency "of a movement in Idaho Falls for the establishment of a state junior college." They further pointed out that when the decision to leave Ricks at Rexburg was made on 11 July 1957 the competing junior college proposal was merely a distant possibility, whereas by the fall of 1958 it had become a probability. The stake presidents advised the First Presidency that,

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47. Ibid., 1 June 1957.

48. Ibid., 11 July 1957.

In our opinion, if you now feel inclined to again consider the permanent location of Ricks College, we should like to suggest that you do so at once before the circulating petition is signed as the preliminary step in the election process. We feel quite certain, for instance, that if you decide on Idaho Falls as a permanent location for Ricks College it would be much better for an announcement to be made before the junior college election gets underway. . . . We should finally add that in our opinion the transfer of Ricks to Idaho Falls would mean four times as many students as at Rexburg. We think we have an even greater obligation to the larger number who will not go to Rexburg than to the small number who will go there; further, a large junior college at Idaho Falls would give us much more influence in educational matters throughout the state.<sup>49</sup>

Initially, President McKay was disturbed over the suggestion of a change in policy. However, after discussing the matter with his counselors and with President Wilkinson and considering his concern over the thought of a state or privately-supported college in Idaho Falls, the Mormon leader reluctantly agreed to a reconsideration. After much deliberation, the Council of the Twelve and the Church Board of Education unanimously recommended that steps be taken to establish Ricks College at Idaho Falls.<sup>51</sup> An announcement to this effect successfully halted the state junior college petition campaign in Idaho Falls.

Anticipating Rexburg's reaction, a special delegation was sent from the Quorum of the Twelve to both Rexburg and Idaho Falls to explain the decision. Almost all of the 135 invited ecclesiastical officers at the Rexburg meeting expressed approval. Nonetheless, many in Rexburg were disappointed, and some were outspokenly agitated. In light of the situation, the First Presidency decided to personally visit Rexburg and to talk privately with those who were particu-

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49. Ibid., 30 June 1960.

50. Memorandum of conference between Ernest L. Wilkinson and the First Presidency, 20 October 1958, Wilkinson Presidential Papers.

51. General Church Board of Education Minutes, 31 October 1958.



larly concerned. The First Presidency and Elder Marion G. Romney, a graduate of Ricks College, spent the whole day of November 15 in Rexburg. The weather was cold and blizzardy, creating hazardous road conditions from Salt Lake City to Rexburg.<sup>52</sup> The purpose of the visit was not to get feedback but simply to explain the decision. Reviewing the reasons for their reversed stand, the First Presidency pointed out the recent request of the Idaho Falls stake leaders to reconsider the issue, the fact that much larger population centers would be serviced at Idaho Falls, the public interest in that city to petition for a state junior college, and the promising future of Ricks College if established at Idaho Falls. The Brethren feared that enrollment at Ricks would dwindle seriously if it had to compete with a more modern, larger state college a few miles away at which the Church would have to build a first-rate institute. President McKay recorded in his diary that he told the Rexburg Stake Presidency,

I was pretty close to Weber [College at Ogden] and thought that school would last. It hurt like everything to lose Weber. I was Commissioner of Education when this was begun, to close the academies and substitute seminaries. I was very happy when Ricks was saved, and you have been the beneficiaries of it for many years, and there is no intention now of closing Ricks. It is deemed advisable to have a big school dominate the entire area and influence that area and have Ricks the largest school in that area. You are not losing it. Rexburg is losing the campus, but Ricks is going on just the same.<sup>53</sup>

Rexburg citizens remained opposed to the transfer even after the visit of the First Presidency. Although the transfer was not anticipated to take place for at least a year, the people in Rexburg remained in a state of agitation. In the meantime,

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52. "President J. Reuben Clark commented that it was the wildest day he had ever had; that out of the 520 miles round trip he thought there was ice for about 450 miles, and snow flurries" (Diary of David O. McKay, 15 November 1958).

53. Impressions of a meeting between David O. McKay and President Delbert G. Taylor and counselors, Diary of David O. McKay, 28 December 1958.

President Stephen L. Richards, to whom President McKay invariably turned for advice and who had strongly supported the transfer, died and was replaced by President Henry D. Moyle.

In the fall of 1959 the complexion of the issue once again began to change. The Church Budget Committee felt the Church could not afford the five million dollars proposed for the new Ricks College campus.<sup>54</sup> It became clear that the feeling of the Budget Committee, as far as Ricks College was concerned, would become the policy of the Church; the financial considerations seemed decisive. Late in May 1960, President McKay revisited the Ricks campus to estimate the cost of improving the present campus as contrasted with building an entirely new one. At an important meeting of the General Authorities of the Church on the last day of June 1960, President McKay reviewed the history of the entire problem. He commended President Wilkinson for his dedication to doing what he honestly felt best for the Church and its educational program, but "he could not feel right about moving the school from Rexburg to Idaho Falls, and spending seven million dollars in building a new school, leaving standing at Rexburg at least three new buildings on the campus," even if it meant a competing junior college would be constructed in Idaho Falls. He went on to say "that when he faced this problem he felt cloudy about the sale of the buildings, tearing them down, and the building of a new college at Idaho Falls." Everyone present supported his decision.<sup>55</sup>

Keenly disappointed about the outcome of the controversy, Wilkinson confided to his diary, "I have given my best to it . . . but when the president speaks he overrules the rest of us. I recognize, of course, that there may be intangible or spiritual factors involved . . . which I do not recognize or properly evaluate."<sup>56</sup> Wilkinson had stated all along that if the ultimate decision was to keep Ricks at Rexburg he would work to build

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54. Ernest L. Wilkinson to the First Presidency, 29 December 1959, Wilkinson Presidential Papers.

55. Diary of David O. McKay, 30 June 1960.

56. Diary of Ernest L. Wilkinson, 19 October 1960.



up the campus, and he kept his word. By the following year he proposed construction of a library, a gymnasium, and other buildings at Ricks. This was approved, and the school embarked on a building program that cost seventeen million dollars by 1975.

### **Opposition to the Entire Junior College Program**

By the time the problem in Idaho was resolved the Church was just completing its purchases of junior college sites on the West Coast and in Arizona. The decision to keep Ricks at Rexburg did not at the time seem to have an adverse effect upon the entire junior college idea. The other two major obstacles in the pathway of the junior college system were only beginning to come into prominence. The first obstacle was the sentiment that institutes of religion could provide the religious needs of LDS students, perhaps not as thoroughly, but at a substantially cheaper price. Financial considerations were the other major deterrent to the junior college program.

Representative of the sentiment of those who opposed the junior college plan were the ideas of George Romney, president of the Detroit Stake and head of American Motors who later served as governor of Michigan and as a member of President Richard Nixon's cabinet. Romney expressed his objections in a letter to David O. McKay. After stating his objection to the expansion of BYU's graduate program, which he felt was an unnecessary duplication of courses taught at the University of Utah and at Utah State University, Romney presented his argument favoring the expansion of the institute program rather than implementation of the junior college plan:

Now we read of the Church establishing junior colleges in Salt Lake and Idaho Falls. Does this mean the Church expects to establish church schools to educate all its young people? Is the Church in a position to even do this in areas where the Church population is heavy and establish Religious Institutes to the amount they will be needed? . . . Frankly, as an LDS member . . . on the church frontier, I am disturbed at this trend. As Michigan parents, some of

us would rather see our young people stay home for their undergraduate education. Religious Institutes gave promise of making this possible. We have about fifty students now at the University of Michigan and wonder whether building institutes for a smaller number of students at the start would not be better than spending money on total education in limited areas.<sup>57</sup>

Responding to Romney at the request of President McKay, Ernest L. Wilkinson reported that at the time of unification of Church schools there were twenty-two institutes, whereas the number had grown to sixty by 1959; further, that nineteen additional sites had been purchased for the erection of institute buildings, one of which was at the University of Michigan in Ann Arbor. He informed Romney that the policy of the Church was that wherever there were one hundred Mormon undergraduates at any university the Church would build an institute building with a full-time institute instructor and that if there were fewer than fifty a part-time institute instructor would be engaged to teach in rented facilities. Wilkinson concluded that the Church Board of Education was therefore not substituting Church colleges for institutes. In response to Romney's view that graduate work at BYU would compete with graduate work at the state institutions, Wilkinson alluded to population studies which indicated that by the year 2000 the Church would have a membership of more than six million, whereas the State of Utah would have a population of only about 1,700,000; that it was therefore necessary for BYU, as the Church University, to build a larger school than the University of Utah. He predicted that the time would soon come when many more students would enroll at BYU from outside of Utah than from within the state. Based on these projections, he maintained that, for BYU to fill its role, it was necessary to establish a doctoral program in certain areas; that the very growth of the institute program required preparation of teachers with doctoral degrees; and that the kind of instruction they needed could be given only at the Church

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57. Romney to McKay, 2 February 1959, Wilkinson Presidential Papers.



University. Finally, if trends continued, BYU would have an enrollment of 30,000 by 1975, and Wilkinson maintained that this was an excessive number on one campus.<sup>58</sup>

George Romney presented one other argument in favor of an expanded institute program. He said, "It seems to me that the Religious Institute program has the virtue of mingling our students with nonmembers while still under home influence as well. In this way they begin to function as the salt of the earth when habits and ideals are taking final shape."<sup>59</sup> This argument concerning the missionary value of institutes was amplified in a letter from Elder A. Theodore Tuttle, president of the South American Mission, to President Wilkinson:

If one believes in centering as many Latter-day Saint youth as possible in variously selected spots — in junior colleges as in BYU — it can easily be argued that certain values can be obtained — and in this way only. But if one believes in decentralizing Latter-day Saint youth in many more and smaller centers — like in Institutes of Religion — it can be easily argued that other values can be obtained through this system and only through this system. Among the latter values is the missionary potential of a vigorous institute program among many non-Latter-day Saint students — the kind of people we would like to have as converts to the Church. Another significant factor is the lower cost per student in the institute program as compared to the cost per student at the BYU or a junior college. Another consideration is the "coverage" we can give to more Latter-day Saint youth as against the opportunity for schooling if they all have to travel to the centers where colleges would be.<sup>60</sup>

Even considering the objections of George Romney, Theodore Tuttle, Boyd K. Packer, and other opponents of the

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58. Except for the limitation of 25,000 placed by the Board of Trustees on enrollment at BYU in January 1970, this projection in all probability would have been reached ("Freshman Enrollment Cut for Fall," *BYU Daily Universe*, 23 March 1970).

59. Romney to McKay, 2 February 1959.

60. Tuttle to Wilkinson, 1 December 1962, Wilkinson Presidential Papers.

plan, many Church and civic leaders strongly favored the junior college proposal. Congressman Henry Aldous Dixon, who had extensive experience with Church schools, institutes, and state schools, wrote George Romney,

You might be somewhat surprised to know that as one who strongly opposed the Church taking over Weber College, I am enthusiastically in favor of the Church's plan to expand its Junior College program. The Church institutes are good, but full-time attendance at a Church School is much more effective from a purely religious point of view than merely two or three classes each week. It is my firm conviction that the Junior College is one of the real answers to our problem of higher education. Twenty years' experience at Weber College has brought me to this firm conviction. . . . The Junior College is a natural in the light of the present educational situation of our Church.<sup>61</sup>

### **Resolving Conflicting Views**

The financial commitments which the Church had made were so large by 1959 that they had a powerful effect on the junior college proposal. On 2 December 1959, President McKay said that before the Church authorized construction of junior colleges on purchased sites, "The Board should be aware of earlier decisions by Church leaders during the depression years [even though he had voted against such decisions] not to maintain junior colleges but to establish institutes instead."<sup>62</sup>

Since it was the official policy of the Church to keep its expenditures within its income, the First Presidency chose to prune on every side, especially in the field of Church education. Of the requested budget of almost thirty million dollars for operation of the Church school system during the 1959-60 school year, the Church Board of Education trimmed nearly twelve million dollars, representing a cut of almost forty percent. The biggest cut came in proposed special projects ap-

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61. Dixon to Romney, 24 April 1959, Wilkinson Presidential Papers.

62. BYU Board Minutes, 2 December 1959.



propriations which would have financed building construction. The largest single excision was that of the five million dollars earmarked for the junior college development at Idaho Falls. The requested \$3.5 million for further junior college site purchases was also eliminated.<sup>63</sup>

In a formal letter of explanation to President Wilkinson, the First Presidency said that the Quorum of the Twelve Apostles had decided that "work should not go forward on the development of junior college campuses until each program is reexamined by the Church Board of Education and authorization is given to go forward with the work." Then, with words that foreshadowed future developments, the Church Presidency said,

Therefore, in contemplating regretfully the reductions which circumstances required be made in your budget we feel it advisable that you take steps to consider with the Board of Education the development of a long-term program for the Unified Church School System, consistent with the volume of Church funds which might reasonably be allocated in each of the next few years for the operation and growth of that System. We recognize that inherent in such planning is careful and conservative appraisal of the outlook for continued growth in Church income, taking account of the possibilities of adverse economic conditions.<sup>64</sup>

Coupled with the decision to leave Ricks College in Rexburg, this curtailment of appropriations was very disheartening to President Wilkinson. However, it did not signify the defeat of the junior college proposal. When Richard L. Evans of the Quorum of the Twelve Apostles inquired in September 1960 whether "the need for part or all of the proposed junior colleges could be eliminated by an expansion of the institute program" all three members of the First Presidency expressed the opinion that "the institute program could never fill the

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63. First Presidency to Ernest L. Wilkinson, 21 December 1959, Wilkinson Presidential Papers.

64. *Ibid.*

need expressed in the junior college proposal.”<sup>65</sup> Nevertheless, the First Presidency “agreed that until the income of the Church will justify the junior college program, it should not be undertaken.”<sup>66</sup> Thus, even though many Church leaders favored the junior college proposal, actual construction was postponed.<sup>67</sup>

With BYU growing rapidly, a final decision on the junior college matter was urgently needed by 1963. The concern over Church finances and the arguments extolling the virtues of the institutes had been strong enough to postpone the junior college program but not to end it. Another factor, the growth in LDS Church membership, proved decisive.

From 1951 to 1963, Church membership and the number of stakes had both doubled, from 1,200,000 members and fewer than 200 stakes to 2,400,000 members and more than 400 stakes. Much of the growing membership in Central America, South America, and elsewhere was relatively uneducated. Since this situation was entirely inconsistent with the strong commitment of the Church to education, leaders felt an urgent need to supply basic education to many of the Church’s new members. This need was eloquently expressed in 1963 by Elder Boyd K. Packer, newly appointed assistant to the Council of the Twelve and a long-time advocate of the benefits of the institute program. He had served for years as an assistant administrator of institutes and seminaries and in that position had traveled to virtually every educational institution in the Church. He also had served on the administrative council of BYU from 1958 to 1963. Few of the General Authorities had such wide exposure in the educational circles of the Church. He suggested to the First Presidency that it would be better to invest money in educating illiterate members in Mexico than to spend millions of dollars at BYU, and he asked for a reexamination of the junior college matter.<sup>68</sup>

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65. BYU Board Minutes, 7 September 1960.

66. Diary of David O. McKay, 21 September 1960.

67. Memorandum of conference between David O. McKay and Ernest L. Wilkinson, in Diary of David O. McKay, 27 September 1962.

68. Packer to the First Presidency, 18 February 1963, David O. McKay Papers.



After several days in executive session meetings at which Wilkinson was not present the Executive Committee of the Church Board of Education finally reached a decision. The minutes for the 1 March 1963 meeting record:

The fear was expressed that the present estimate of costs for a junior college program would be far exceeded and that to commit the Church presently to the program may eventually preclude bringing educational opportunities to members of the Church residing in other areas of the world. It was the feeling of those present that a full exploration of the potential of the Institutes of Religion to achieve Church educational objectives be made. . . . The committee is united in the sentiment that the Church should not at this time embark upon a program to build junior colleges.<sup>69</sup>

Four days later, on 5 March 1963, the Executive Committee, again meeting in executive session, presented its recommendations to the First Presidency. After determining that the land purchased for the junior colleges could be easily sold, the committee strongly recommended the abandonment of the junior college program. Elder Marion G. Romney felt that "the cost would be prohibitive to furnish college work to all the Church. He said he was thinking of the thousands of our people in foreign countries who need the opportunity for education, and where our money for education could be more profitably spent in furthering the Kingdom." After hearing the presentation, "President McKay said he could not see that we could do anything else, that we have discussed the matter and have come to the conclusion that the seminaries and institutes can do the religious work. He said that, furthermore, we should encourage the BYU to prepare our teachers to fill these positions as institute and seminary instructors." The Executive Committee then unanimously approved a motion to discontinue "actions establishing junior colleges

69. General Church Board of Education Executive Committee Minutes, 1 March 1963, Wilkinson Presidential Papers. Members of the Executive Committee included Joseph Fielding Smith, Harold B. Lee, Delbert L. Stapley, LeGrand Richards, Howard W. Hunter, Gordon B. Hinckley, and Boyd K. Packer.

throughout the Church.”<sup>70</sup> After this meeting, all that remained to be done was to call a meeting of the entire Board of Trustees of both BYU and the Church school system (both boards were composed of the same members) to approve the recommendation of the Executive Committee. At the end of this meeting, President McKay, noting the absence of President Wilkinson, asked if he had been notified of the meeting. When told that he had not, President McKay ordered a new meeting at which Wilkinson was to be heard.

After preparing a revised report of 130 pages entitled “Proposed Pilot Plan for Junior Colleges,” Wilkinson met with the Board on 3 July 1963. Wilkinson said he had spent more time on this junior college project than on any other single project during his twelve years at BYU. It was not to be expected that he would give up easily. Appreciative of the financial arguments that had recently been voiced, Dr. Wilkinson modified the fifteen-year proposal for the construction of ten junior colleges which had previously been approved by the Board. The revised, reduced proposal called for BYU to be limited to 15,000 full-time students, largely upperclassmen and graduate students. The proposal suggested the completion of Ricks Junior College; the construction of a normal school in Mexico City to train teachers for the Church Educational System in that country; the establishment of a junior college at Anaheim, California, with special emphasis on vocational education; and the founding of a junior college at Phoenix, Arizona, to provide for Indian students as well as others in preparing them for BYU attendance. All of this was to be accomplished between 1964 and 1970. The proposal also suggested that institutes should be organized “wherever there are sufficient students to justify them” and that the percentage of the Church budget annually earmarked for education not be increased.

The chancellor followed his presentation with a vigorous argument that the junior colleges, institutes, and other

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70. General Church Board of Education Executive Committee Minutes, 5 March 1963.



Church schools could subsist together without detracting from each other's effectiveness.

Responding to those who thought that the religious training of students in institutes was of nearly the same quality as that in Church schools, the memorandum Wilkinson gave to the Trustees contained a wealth of evidence as to the superiority of Church schools over institutes.<sup>71</sup> Sensing that the main argument against junior colleges was the cost of construction and operation, Wilkinson gave considerable emphasis to the financial aspect of his proposal. He argued that the proposal would not cost the Church more than its present program. Rather than continue enlarging BYU to accommodate thousands of students over the proposed 15,000 enrollment ceiling, the Church could build junior colleges for the same price. Finally, Wilkinson maintained that junior colleges would more than pay for themselves because of the increased tithing the Church would ultimately receive from students acquiring complete religious education at junior colleges.

There ensued a full and animated discussion. Most were impressed with the arguments made and took heart from Wilkinson's pledge not to increase the percentage request for Church education from the Church budget. The trimmed-down proposal met with general approval; it was apparent

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71. The report noted that at Church colleges all LDS students received courses in fundamental religious subjects, as compared with fifty-four percent of LDS students attending universities with institutes. Courses in religion at Church schools were generally more intensive. Wilkinson also noted that the teaching of the gospel was not confined to courses in religion at Church schools. Church colleges taught the divinity of the Constitution in secular classes, something state schools did not do. Church colleges enforced Church standards throughout campus. Church colleges also provided a much greater opportunity for LDS courtship and temple marriage, a greater opportunity for development of leadership qualities in young students, and a greater opportunity for proper counseling. In addition, Church colleges had a record of a much larger percentage of their graduates remaining active and faithful in the Church. Wilkinson gave the opinion of eighteen teachers at BYU and Ricks College who had experience teaching both at institutes and in Church schools. Sixteen of the eighteen were of the decided opinion that Church schools were superior in overall religious influence.

that none of these recommendations had been anticipated. The consensus of the meeting seems to have been summarized in the remarks of Elder N. Eldon Tanner, who suggested "(1) an extension of the institute program, (2) the giving of consideration to the needs in foreign countries, and (3) if the Church can afford to do so, that it then go forward with a junior college program."<sup>72</sup> Unanimous approval was given to begin construction of a junior college at Phoenix. The proposed construction of a college at Anaheim was not acted upon.

Soon after the July meeting the spectre of financial difficulty reasserted itself. On 10 September 1963, William F. Edwards, who had become a financial adviser to the First Presidency, wrote Delbert L. Stapley, "I can see no way in which the Church can go forward in accordance with its commitments and operate with a balanced budget. Many of these commitments can be financed only out of the reserves of the Church, and there is in my mind a question as to whether the potential commitments are not beyond the available excess reserves."<sup>73</sup> The Budget Committee therefore felt the Church could not afford to begin construction on the junior colleges at that time. In January 1964, Ernest L. Wilkinson resigned from his position as president of BYU to run for the U.S. Senate. This removed the staunchest defender of the junior college proposal from the scene, and Wilkinson's eleven-month absence was a fatal blow to the already stumbling proposal.

Before handing the administrative reins of the Unified Church School System to his successor, Harvey L. Taylor, one of Wilkinson's last acts was to recommend the establishment of a committee of educational leaders to examine the future educational needs of the Church and to formulate a "statement of educational policy to guide the Church in the future."

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72. Minutes of a special joint meeting of the General Church Board of Education and the BYU Board of Trustees, 3 July 1963, Wilkinson Presidential Papers.

73. William F. Edwards to Delbert L. Stapley, 10 September 1963, Wilkinson Presidential Papers.



Specifically, the committee was to recommend a policy for the Church as to the number of students to be enrolled at BYU; to judge between the merits of the junior colleges as opposed to those of the institutes; and to present new methods of raising the much needed financial help for the entire Unified Church School System.<sup>74</sup> Not organized until 22 October 1964, the committee included seven General Authorities, with Elder Harold B. Lee as chairman. J. Elliot Cameron, dean of students at BYU, was directed to make the study under the supervision of the General Authorities.

The completed study amounted to a multivolume work which came to be known as "The Cameron Report." The report assembled a large amount of material on the Church school system and generally reflected the attitude of those not in favor of the junior college proposal. It recommended little or no future expansion in secular education on the college level anywhere, including BYU. It did recommend providing for the secular education of Church members at elementary and secondary levels in all parts of the world where public schools were inadequate. It concluded that necessary religious education could be "adequately provided by the home, the auxiliary and priesthood organizations and by seminaries and institutes," and that BYU should be limited largely "to a four-year training institution with carefully limited graduate work."<sup>75</sup> Cameron concluded that it was not "economically feasible for the Church to consider building additional institutions of higher learning."<sup>76</sup> He did not consider or challenge the financial information given by Wilkinson to the Board, nor did he present any other financial information to support his conclusion. No official action seems to have been taken as a result of the Cameron Report, although it undoubtedly gave

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74. Ernest L. Wilkinson to members of the proposed committee, 2 January 1964, Wilkinson Presidential Papers.

75. Undated memorandum prepared by Earl C. Crockett referring to volume 4 of the Cameron Report, Wilkinson Presidential Papers.

76. J. Elliot Cameron, "Survey of Basic Educational Needs: The Church of Jesus Christ of Latter-day Saints," 1965, unpublished report in possession of J. Elliot Cameron, p. 697.

support to those who opposed the junior college program.

By the time Wilkinson returned to BYU as president in December 1964, the controversy was over. The financial demands of a junior college program upon a heavily burdened Church budget was the decisive reason for abandoning the idea. The worldwide growth of the Church and its growth among peoples often poorly educated created a pressing demand upon the Church to provide basic training for its growing membership. As happened when Professor Maeser attempted to have a large number of Church academies and when the Great Depression forced the Church to turn most of its junior colleges over to the state, the plan Wilkinson supported for a network of LDS junior colleges succumbed to what the Brethren considered to be the economic reality of the situation. In a meeting of the Board of Education on 3 March 1926, Elder John A. Widtsoe recalled "that Karl G. Maeser in his book, *School and Fireside*, had outlined the theory or policy for Church School education in his day which contemplated a complete set of Church Schools duplicating the public schools. Dr. Widtsoe thought the Maeser theory was the ideal thing if the Church had the money."<sup>77</sup> And in his report to the Board, Dean Cameron stated, "There are few individuals who would not favor all Church members attending Church schools, if it were feasible."<sup>78</sup>

Most of the junior college properties have either been sold or are the subject of negotiation for sale. Those which have been sold were sold at several times the acquisition price. In 1961 the Church took the administration of the property from the BYU Auxiliary Services headed by Ben Lewis and turned it over to the real estate department of the Church. On a number of occasions, local Church officials from those areas initially designated as junior college sites visited Salt Lake City to urge a reconsideration.<sup>79</sup> But most returned with a greater

77. Ibid., p. 20.

78. Ibid., p. 698.

79. In 1964, ten stake presidents from the Phoenix area presented a resolution almost begging the Brethren to change their plans and "to proceed with plans for the construction and operation of a



appreciation of the steps taken after being briefed concerning the worldwide educational needs of the Church and all, including President Wilkinson, have supported the decision to abandon the junior college proposal.

Sometime in the future there may be a reconsideration of the decision not to build the junior colleges. As the number of Latter-day Saint students multiplies and fewer and fewer obtain admission to one of the Church colleges, and as the financial situation of the Church improves, the demand may justify their being built. However, for the present the proposal must take its place beside Karl Maeser's envisioned network of stake academies; while attractive in principle, both plans seem to the Brethren to be economically infeasible.

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Branch University on the property owned by the Church." They felt "that the existence of the Branch University will render a real service to the Church membership, and in particular the young people of this and future generations, and that the operation of the Church College in Arizona will develop many great leaders and will greatly further the work of the Lord throughout the Kingdom" (Maurice R. Tanner to David O. McKay, 17 January 1967, as quoted in the Diary of David O. McKay, 18 January 1967). In 1965, six stake presidents from the Los Angeles area visited with many of the General Authorities, expressing their belief that "the junior college is a better solution" than the institutes (Diary of David O. McKay, 26 April 1965).

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# A Political Hiatus

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## Contemplating Political Excursions

When Ernest Wilkinson returned to Utah at the beginning of 1951 to become president of BYU, he had no political aspirations, although in 1950 before he left Washington some of his friends mentioned the possibility of his running for the United States Senate. Many believed that because of his prestige as a lawyer in Washington his chances of being elected to Congress were good. After Wilkinson's appointment as president of BYU, people often speculated that he would run for political office. Sometimes these rumors were generated by local Republican leaders who believed he could bring success to the party. His own interest in politics gave strong encouragement to his supporters.

But in Wilkinson's own mind his acceptance of the BYU position closed the door on political office — at least for the time being. He was convinced, especially in the earlier years of his administration, that his calling was with the school and the Church and that it would be impolitic for him to divide his interests or to use his appointment to political advantage. Hence, during a March 1954 discussion in which John F. Fitzpatrick (publisher of the *Salt Lake Tribune* and an influen-

tial non-Mormon figure in Utah politics) urged Wilkinson to run for the Senate, he replied forthrightly that he “had burned my political bridges when I accepted my present position.”<sup>1</sup> Further, during his twenty years at BYU he was careful not to give a political speech on campus, and all of his political speeches off campus were prefaced by the comment that he was speaking as an individual and not as president of BYU.

Nevertheless, if Wilkinson had burned his political bridges, his admirers were busy trying to rebuild them. Wilkinson’s conservative philosophy (*see* chapter 25) and his unequivocal denunciation of what he believed to be the evils of an ever growing, ever more powerful federal government, of socialism, and of federal aid to education endeared him to many of the same political persuasion. Whether by accident or by intent, he was propelled into the position of a Utah spokesman for this philosophy.

During the winter of 1955 and the spring of the following year, continuing pressure was brought to bear upon the BYU president to run for the governorship of Utah. The mayor of Salt Lake City, Adiel Stewart, was a proponent of this idea.<sup>2</sup> This was the first serious political temptation Wilkinson faced while in Provo. Feeling that he could not seriously consider running if his superiors thought it would not be consistent with his recently having accepted the presidency of BYU and the administratorship of the Church school system, he consulted with the Board of Trustees. They urged him to remain at BYU in order to follow through with his plans for Church education, to complete the building program at BYU, and to continue to lend the Church the educational advice and perspective it needed in such matters as the junior college program, seminaries and institutes, enrollment growth, and growth in Church schools.<sup>3</sup> However, the very day Wilkinson publicly announced that he would not run for the governor-

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1. Diary of Ernest L. Wilkinson, 18 March 1954.

2. *Ibid.*, 5 March 1956.

3. Ernest L. Wilkinson to David O. McKay, 13 April 1956, David O. McKay Papers.



ship, he was encouraged by some of the Church leaders to begin “looking forward toward running for the Senate at the next opportunity.”<sup>4</sup>

In 1957 he was urged to seek the Republican Party’s nomination for senator in opposition to Senator Arthur Watkins. Wilkinson again discussed the situation with his superiors. Although he was told that if he ran he would be given a leave of absence and not lose his position as president of Brigham Young University, the Board members were not enthusiastic about the possibility of his leaving BYU.<sup>5</sup> They felt it in the interest of the school and Church for him to remain where he was. In justifying his decision not to run, Wilkinson wrote Governor J. Bracken Lee, a non-Mormon who had urged him to run, “Eventually the Mormon Church will mean more to the world than the American Congress or the American Government, and I feel I can probably do more good in developing a great educational system for the Church than by going to Washington.” In the ensuing election, Frank Moss, the Democratic candidate, defeated Senator Watkins.

Between 1958 and 1964, Wilkinson became absorbed in the political issues of the day, and this led him to reverse his earlier belief and conclude that he might do more good if he were a United States Senator than if he remained as president of BYU. On the national scene, two discordant political philosophies were being debated. The philosophy of increased governmental power which began under Franklin D. Roosevelt was still in the ascendancy. On the other hand, there was a widespread belief that there should be a retrenchment of federal power and a return to the political philosophy of “rugged individualism” and “self-reliance” whereby people felt they should provide for their own economic needs. Wilkinson shared the belief that increased reliance on the federal government was a forerunner of a socialistic welfare state. His thinking was undoubtedly influenced by President David O. McKay, who spoke out against socialism and especially against communism. As early as 1954, President McKay had declared

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4. Diary of Ernest L. Wilkinson, 18 April 1956.

5. Diary of David O. McKay, 9 April 1958.

communism to be one of the great organized forces, "the purpose of which is to undermine the high principles of the Restored Gospel." The Marxist philosophy, he said, was "fundamentally prompted by disbelief in the existence of God, a rejection of the life of Jesus Christ as the Savior of the world, and is against the Church."<sup>6</sup> Besides President McKay, many other General Authorities spoke with fervor against communism. Some, like Elder Ezra Taft Benson, equated socialism with communism and decried both.<sup>7</sup> Joseph Fielding Smith saw in Russian communism a threat to personal free agency.<sup>8</sup> The extent to which the Church President was concerned about both socialism and communism was revealed in a special blessing given President Wilkinson by President McKay in April 1960. Calling the school head "his beloved associate" and "esteemed friend," President McKay blessed him to be a great fighter against communism and a stalwart defender of American capitalism.<sup>9</sup> Wilkinson's zeal was thus nurtured by more than just political thought; he believed he had a mandate from Church leaders to carry his war against communism and socialism into the campus halls and classrooms and across the land.

### **Decision to Run for the Senate**

As early as 1961, Wilkinson began to consider running for the United States Senate in 1964.<sup>10</sup> Many things influenced his decision. He had never satiated his political appetite, and he was not getting any younger. He probably believed that much of his work at BYU was completed. It appeared that the 1964 election would offer a clear choice between a liberal Democrat and a conservative Republican. In 1962, President

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6. Ibid., 3 June 1954.

7. Ezra Taft Benson to Ernest L. Wilkinson, 28 June 1961, Wilkinson Presidential Papers.

8. Joseph Fielding Smith to Ernest L. Wilkinson, 15 June 1961, Wilkinson Presidential Papers.

9. Diary of Ernest L. Wilkinson, 28 April 1960.

10. John T. Bernhard to Ernest L. Wilkinson, 26 September 1961, Wilkinson Presidential Papers.



McKay informed Wilkinson that if he desired to run the Church would not insist that he remain at BYU.<sup>11</sup> There was nothing conspicuously new in this attitude, for in 1958 President McKay had also told him he was free to decide for himself. Yet in 1964 Wilkinson was more concerned about the political trends than he had been six years previously. Further, he had now been importuned to run both by responsible Mormon and non-Mormon leaders.

On 20 November 1963, President Wilkinson announced to the Executive Committee of the Board of Trustees his intention to seek the nomination. The committee was very much surprised and urged that he reconsider his decision. President McKay thought "President Wilkinson should remain as president of the Brigham Young University while he is seeking the nomination, and if he gets the nomination then we can consider finding a successor. If he is not elected, then he should continue at the school."<sup>12</sup> However, President Wilkinson thought that such an arrangement was neither proper nor politic and informed President McKay that he was resigning with no strings attached. To this the Church President responded by saying that even though the resignation was unconditional he did not intend to appoint a successor until after the election.

On 4 December 1963, Wilkinson announced his plan to the Board of Trustees, and on 9 January 1964 he resigned his position as president of BYU after thirteen years in office, at the same time resigning as chancellor of the Unified Church School System.<sup>13</sup> Two days later he publicly announced his intention to run for the Senate. In a subsequent general faculty meeting, Wilkinson stated that leaving BYU "was the most difficult decision" he and his wife had ever made. He further explained that his decision was made because he was "seriously concerned over the state of the country." If the

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11. Diary of Ernest L. Wilkinson, 2 March 1963.

12. Diary of David O. McKay, 21 November 1963.

13. "President Ernest Wilkinson Resigns," *BYU Daily Universe*, 9 January 1964.

Constitution were to "hang by a thread he wanted to be one to help save it."<sup>14</sup>

### **The Political Campaign of 1964**

From the beginning of the contest for the nomination of his party and through the election, Wilkinson and his party were up against considerable odds.<sup>15</sup> National pollsters indicated a tidal wave of support for Lyndon Johnson and the Democrats as opposed to Barry Goldwater and the Republicans. In Utah, furthermore, the situation was not favorable for a Republican senatorial campaign. The Democratic contender, incumbent Senator Frank Moss, was a proven votegetter who attracted large sums of outside funds and represented a fairly united party. The Republicans, meanwhile, were forced to decide by primary vote between Congressman Sherman Lloyd and Ernest L. Wilkinson.

With such odds against him, Wilkinson would probably not have entered the race except that throughout his life he had a lingering desire to be active in politics and knew that this was his last chance because he was sixty-five years of age, as old as most men when they retire from active work. At the outset of the campaign for the nomination the Lloyd forces raised the issue that Wilkinson was too old to be a senator, especially in view of his nearly fatal heart attack in 1957. However, at a well-attended basketball game, BYU students presented Wilkinson with a BYU athletic blanket and invited him at halftime

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14. BYU Faculty Meeting Minutes, 20 February 1964, BYU Archives.

15. Wilkinson at present is extremely critical of both parties because of the continual growth of federal bureaucracy and powers of the federal government under both Democratic and Republican administrations. Although he was Republican national committeeman for Utah until he resigned in April 1975, he was critical of President Richard Nixon throughout Nixon's administration, more because of his departure from the platform on which he was elected in 1968 than because of the Watergate episode which brought about his resignation. Wilkinson always thought that political platforms were to be followed and not forgotten. He would like to see a realignment of parties in which citizens belong to a party because of their political convictions rather than because of the tradition of their parents or their desire to be a member of the winning party.



# President Ernest Wilkinson Resigns

## Federal Spending Cut In New Budget

WASHINGTON (UPI)—President Johnson Wednesday announced a surprise cut in federal spending. He disclosed he had slashed his new budget to \$97.9 billion by trimming nuclear weapons production, closing old defense plants and warning on "fat and waste" everywhere.

THE GOVERNMENT still would be operating in the red, but the deficit would be slashed in half.

In his first state of the union message, the President also told Congress that the budget he will submit Jan. 21 will call for a \$1 billion anti-poverty program to give a fair chance to millions of Americans now dwelling on "the outskirts of hope."

THE PRESIDENT also announced a heavy cutback in production of atomic explosives and called on Russia to do the same. He said there was no need to stockpile more such weapons than were needed because to do so would only be provocative and wasteful. There are tens of thousands of nuclear weapons in the U.S. stockpile.

Unveiling his "frugal" 1965 budget in advance, he revealed that it calls for spending \$500 million less than the \$98.4 billion expected to be spent in the current year and \$900 million less than President Kennedy originally proposed last January.

(See JOHNSON Page 3)



Dr. Ernest L. Wilkinson . . . announces decision to leave University presidency.

## Head Of LDS School System Ends Long, Productive Career

The resignation of Dr. Ernest L. Wilkinson as president of the Brigham Young University was announced Thursday by the Board of Trustees in Salt Lake City.

Dr. Wilkinson also announced that he would resign as Chancellor of the Unified Church School System of the Church of Jesus Christ of Latter-day Saints.

Termination of both positions will be made as soon as satisfactory arrangements can be made and successors named for the posts, it was reported.

"THIS IS NOT AN EASY step for me to take. I have received tremendous satisfaction from my work at the BYU and also with the Church School System assignment, but new challenges and responsibilities have developed which call for decisions in the near future," Dr. Wilkinson said.

"As to the BYU I am grateful to an understanding Board of Trustees and to a competent and faithful faculty for the full measure of support they have given me. Without the support of the Board we would not have been able to build one of the most functional and beautiful campuses in America. To the faculty goes the honor and credit for training students of strong character and high scholarship, whose services are sought throughout the world."

"I AM EQUALLY PROUD of the advancements made and the competence and spirit of service of the faculties of Ricks College, the Institutes and Seminaries, the L.D.S. Business College, Juarez Academy and over 20 elementary schools in Mexico. My heart will always abide with all of them," Dr. Wilkinson continued.

The dynamic BYU leader is a senior partner in the law firm of Wilkinson, Cragun and Barker in Washington D.C., a firm that he organized in 1940 and in which he has still retained an interest.

Dr. Wilkinson was appointed president of the Brigham Young University in 1950 and became Chancellor of the Unified Church School System in 1953. Under his leadership BYU has become the largest institution of higher learning in the Great Basin and the largest church-related university in the nation.

DURING HIS TENURE, the BYU enrollment has grown more than 200 percent to a present total of 15,398 and more than 80 major permanent buildings have been constructed on the campus.

As Chancellor, he has been administrator of one university, one junior college, 161 institutes of religion at universities and colleges, and 1658 seminaries of religion. Under his guidance enrollment in these institutions has increased from around 35,000 to 120,000.

## Meet Senator Week . . .

### Student Governors Spotlighted

Areas for possible senate action will be presented by the Junior Senators to their class Thursday in the Smith Family Living Center from 8 a.m. to 1 p.m.

A list of suggested class projects for next year's senior class will also be presented by the four junior senators, according to Don Pearson, Junior Class President.

LYNN HODGE of the Student Government and Internal Affairs Committee and Ward Bullock representing the student affairs and activities committee will discuss such campus affairs as whether or not to ban the "stomp" and the problems of the student health center.

## Past UN Delegate

Dr. Walter H. Judd

## To Speak At Forum

A nationally recognized authority on United States foreign policy, Dr. Walter H. Judd, will speak at BYU's Forum assembly Thursday in the Smith Fieldhouse.

DURING HIS ten terms in the U.S. House of Representatives he was a delegate to the General Assembly of the United Nations. Besides being a member of the United States Committee of Foreign Affairs, he sponsored the use of American Youth Abroad in the program which was later expanded into the Peace Corps.

## THURSDAY'S WEATHER

Occasional snow flurries are expected today, however, the weather will be slightly warmer. The high will be 34 if we are lucky. Low 25.



# DAILY UNIVERSE

Vol. 16, No. 63 Thursday, January 9, 1964 Provo, Utah

## Grant Awarded . . .

## Applicants May Enter Speeches

Tuition grants totaling \$110 will be awarded the winners in the annual Donald C. Sloan Extraneous Speaking Contest which begins Jan. 14.

First and second place winners will receive \$80 and \$30 respectively.

ALL UNDERGRADUATE students are eligible to enter the contest. Preliminary hearings will be held in Pace School the afternoon of Jan. 14.

Contestants will draw three topics on current events and following a 30-minute preparation time, they will speak on the topic for 5-7 minutes.

The four finalists will compete for the top honors before Dr. Mark Cannon's Political Science class on Jan. 16 at 2 p.m. in 628 Clark Library.

TOPICS will be selected from current newspapers and periodicals.

The contest began in 1955 through the sponsorship of Donald C. Sloan of Portland, Ore. Elder Sloan sponsors the contest to encourage greater proficiency in public speaking and a greater awareness of current affairs among young people of The Church of Jesus Christ of Latter-day Saints.

Further information can be obtained from the Speech Office, East House Ext. 2638, or from Dr. J. LeVar Bateman, Ekens Hall, Ext. 2115.



Universe staff writer, left, interviews a candidate for the Ugly Man Contest. Proceeds from the voting jars on campus will be donated to the Campus Chest Drive. The goal is \$3,000 and the annual drive will end Friday.

## Campus Chest Drive Donations Accepted Until Friday Deadline

All contest collections for the Campus Chest Drive should be given to the treasurer's office in the Smoot Administration Bldg., Friday by noon.

Intercollegiate Knights will meet the participants of the organizational and housing contest. Winners will be announced at the game Friday, according to Emil Capik, chairman.

THE \$3,000 GOAL which has been set for the second consecutive year was met in 1963. The intercollegiate Knights though not competing in the contest, have pledged \$500 to the contest drive.

The Arizona Club which annually sponsors a dance, the proceeds of which are donated to the Campus Chest, was the winner of the 1963 drive.

Individual collections will be taken following the forum assembly Thursday and in the collection jars located on campus.

Front page of the 9 January 1964 issue of the *Daily Universe*, announcing the resignation of Ernest L. Wilkinson to run for the Senate.

to demonstrate his athletic competence. Wilkinson responded by taking off his coat and doing forty-seven push-ups before an astounded audience that cheered him on. The issue of his age and physical well-being was never raised again.

The primary campaign was an exciting political contest. Lloyd had been in the House of Representatives for two years and was thought to have represented Utah well. As a congressman, he was in charge of the party machinery, and he came from Salt Lake City, the state's center of population. On the other hand, Wilkinson was an open and vigorous advocate of conservative Republican principles and was popular with many voters. The spirited campaign resulted in a large turnout of Republican voters in the primaries, with Wilkinson winning by a scant margin of 61,113 to 59,454. Those voting in the Republican primary so far exceeded those voting in the Democratic primary (120,567 votes for the Republicans to 92,318 votes for the Democrats) that it seemed likely that Wilkinson would be the next senator. *Time* magazine said, "The way things stand now, Wilkinson can start packing to move back to Washington."<sup>16</sup> However, the defeat was particularly galling to Lloyd, and while he did not publicly campaign against Wilkinson, he did not support him, causing a split in the party.

Wilkinson campaigned against the Democratic candidate on essentially the same basic issues that President Franklin S. Harris emphasized in his race for the Senate in 1938. Harris had complained about a national debt of forty billion dollars and prophetically urged that the Democrats had "speeded up such a momentum of spending it cannot stop without help" (see chapter 19). Wilkinson was now complaining of a national indebtedness of \$312 billion.<sup>17</sup> He urged that this indebtedness would not have occurred if the Supreme Court had adhered to the original concepts of our Founding Fathers — that many of the programs responsible for this indebtedness should have been held unconstitutional. He pointed out that

16. "Utah: How It Is Out There," *Time*, 21 August 1964, p. 18.

17. As of this writing (April 1976) the gross federal debt is in excess of \$600 billion and will add nearly \$100 billion more this year.



the Supreme Court, by reversing over 150 of its prior decisions since 1933, had made it possible for these deficit spending programs to be established. He concluded that these programs permitted Congress, contrary to the intent of the Constitutional Fathers, to appropriate money out of the public treasury for almost anything it wanted. He pointed out that, as a result of this, the House of Representatives had published a 1,080-page document which listed the thousands of federal assistance programs in operation. He urged the validity of the prediction made by the great French soldier-statesman, Alexis de Toqueville, who, after visiting America over a century ago and studying what he called the Americans' "Noble Experiment in Government," wrote that if the time ever came when the people were permitted to vote themselves monies out of the public treasury, self-government by responsible men would become an impossibility.<sup>18</sup>

Besides campaigning against the federal bureaucracy in general, Wilkinson leveled specific charges against his opponent. He said that Senator Moss had taken many trips at government expense to various parts of the world and had played down scandals in the Democratic administration. He also said that Moss was soft on communism. He urged the necessity of a balanced budget and said that the federal bureaucracy needed pruning and that immorality and corruption in Washington should be eradicated. Senator Moss responded by labeling Barry Goldwater, the Republican presidential candidate, and Wilkinson as the "Goldwater Twins" and joined with his party in charging that, because of Goldwater's advocacy of a strong nuclear position for the United States, the election of such men as Goldwater and Wilkinson might lead to a nuclear holocaust that would end civilization. Interpreted as war mongering, this became a leading national issue of the campaign, along with charges that Republicans were against social security and the United Nations. Both Goldwater and Wilkinson had urged a modified

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18. Alexis de Toqueville, *Democracy in America*, rev. ed. trans. by Henry Reeve (New York: Collier, 1900), 1:216-17.

plan of social security and were against surrendering United States sovereignty to the United Nations.

Locally, Moss argued that since Senator Wallace F. Bennett was a Republican, Utah needed a Democratic senator to balance Utah's representation in Washington. Other matters which the Democrats loudly publicized also plagued Wilkinson. Without Wilkinson's knowledge, the manager of a deluxe apartment house which the Republican candidate owned in Houston, Texas, circulated a fancy brochure which, contrary to Wilkinson's entire background, made an appeal to those of snobbish instincts. The first Wilkinson knew of it was when a full-page advertisement in Utah newspapers criticized this appeal and Wilkinson's investment out of the state. Although Wilkinson immediately discharged the manager and stopped the circulation of the brochure, the matter had already permanently damaged his campaign. In his hometown, Ogden, Wilkinson was charged with having masterminded the proposal to return Weber Junior College to the LDS Church, which the voters of Weber County had turned down in referendum by a large majority. In Northern Utah the charge was made that he was responsible for keeping Utah State University out of the Western Athletic Conference, while in fact Wilkinson had voted for its admission. In Salt Lake County he was erroneously charged with having removed the director of the LDS Institute of Religion at the University of Utah because the latter had differed with the Church on its doctrine barring Negroes from holding the priesthood.

In a small state like Utah, where university rivalries have their virtues as well as their vices, Wilkinson's successful performance at BYU made him persona non grata to many alumni of Utah State University, the University of Utah, and Weber College. As the campaign neared its end, an anonymous letter was circulated throughout the state claiming Wilkinson had "captured the President of the Church" who "used his high and holy office to promote partisan politics." This was directed at Wilkinson's opposition to federal aid to education. As chairman of the Board of Trustees, President McKay



responded to the charge by issuing a statement which condemned the "vituperative attack" which took "the form of an error-filled anonymous letter now being examined by the Federal Bureau of Investigation." Though he took no public stand in the campaign, President McKay praised the moral integrity of Wilkinson, stating that the position Wilkinson took against federal aid to education was the same position he had taken while president of Brigham Young University, where he "followed the instructions and directions of the Board of Trustees."<sup>19</sup> Later, another anonymous letter which was circulated in the state asserted that Wilkinson did not accept a salary at BYU because he had management of certain tithing funds of the Church, the income of which he was permitted to use for his own benefit. This attack was so ill founded that no answer was made to it.<sup>20</sup> Such vilification characterized the whole campaign.

On the national level, President Lyndon B. Johnson won an overwhelming victory over Senator Goldwater, defeating him by a popular vote of 43,130,000 to 27,178,000. Democrats were swept back into Congress with two-thirds majorities in both the House and the Senate. In Utah, Wilkinson lost to Moss by a vote of 228,210 to 169,491.<sup>21</sup> The Democrats also captured one of Utah's two seats in the House of Representatives and won control of both houses of the Utah State Legislature.<sup>22</sup>

19. "Board of Trustees Statement," *BYU Daily Universe*, 3 November 1964 (the substance of this statement appeared in newspapers throughout the state).

20. Copies of this attack are in Wilkinson's personal files.

21. "How Voting Went: County-by-County Tally," *Deseret News*, 4 November 1964. Chapter 19 of this history records the Victory of John R. Park over Karl G. Maeser in 1895 for state superintendent of public instruction and the victory of Elbert Thomas over Franklin Harris in 1938 for the United States Senate. In 1944, Adam S. Bennion, former LDS commissioner of education, ran for the Senate against Elbert Thomas and was defeated by a vote of 148,748 to 99,532. LDS commissioners of education and presidents of BYU have never fared well in Utah politics.

22. "Democrats' Sweep of Utah Maintains Tradition of Selecting Presidents," *BYU Daily Universe*, 5 November 1964.

Although Wilkinson was soundly defeated in his race for the Senate, he was thereafter invited to give his political, economic, and social views to prestigious organizations in many parts of the country, including chambers of commerce, Rotary and Kiwanis clubs, patriotic organizations, and similar groups in New York, Pittsburgh, Washington, D.C., Chicago, Houston, Oklahoma City, Dallas, Phoenix, Los Angeles, Oakland, Spokane, Sacramento, Bohemian Grove, Boise, Salt Lake City, and many other places. In these addresses he spoke, not as part of a political campaign, but to urge a return to the principles of America's founders. His views were enthusiastically accepted by these audiences, usually resulting in standing ovations. He met many influential leaders who became great friends of BYU, some of whom, during and after Wilkinson's administration, contributed major gifts to the University.

### **Proposal for Appointment to the Supreme Court**

In addition to Wilkinson's political excursions at BYU, there were movements to have him appointed to the Supreme Court of the United States. Recognizing his national reputation as a lawyer, Utah Senator Arthur V. Watkins declared his intention in February 1957 to present Wilkinson's name to President Dwight D. Eisenhower for appointment to succeed Justice Stanley F. Reed, who had retired, but in a statement issued to the press in February, Wilkinson declined Watkins's offer.

In 1958 there was another movement to have him appointed to the Supreme Court. Republican leaders asked President McKay if Wilkinson would be released from his position at BYU for such a position. President McKay gave them "permission to go ahead and try to get Dr. Ernest L. Wilkinson appointed to the Supreme Court at the first vacancy that might occur."<sup>23</sup> Later that same year President McKay specifically told the Church educational administrator

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23. Diary of David O. McKay, 3 January 1958.



that "I have said to my associates that I should like to have you on that Supreme Court."<sup>24</sup> Nothing came of the proposal.

In 1968, Wilkinson's legal friends in Washington and elsewhere again urged his appointment to the Supreme Court. Ezra Taft Benson, George Romney, and Dr. Kenneth Wells, president of the Freedoms Foundation, among others, wrote President Nixon recommending Wilkinson's appointment. However, Wilkinson himself believed his age would preclude his appointment and so informed his supporters.<sup>25</sup> This view was confirmed when President Nixon announced that he would appoint no one to the federal judiciary who was older than fifty-five. By that time Wilkinson was sixty-nine. Nixon later appointed Lewis Franklin Powell, Jr., from Virginia, who was over sixty and whom Wilkinson had recommended for the appointment on several occasions.

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24. Transcribed telephone conversation between David O. McKay and Ernest L. Wilkinson, 11 April 1958, Wilkinson Presidential Papers.

25. Diary of Ernest L. Wilkinson, 30 May 1969.

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## Administrative Changes and Academic Assessment

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After President Wilkinson informed the Executive Committee of his intention to run for the U.S. Senate, the committee approved a new temporary administrative arrangement on 18 December 1963. Whereas one man had been both chancellor of Church schools and president of BYU, it was now agreed (in large part upon the recommendation of Wilkinson himself) that the positions would be divided, with Harvey L. Taylor as acting chancellor and Earl C. Crockett as acting president of BYU. William E. Berrett would continue as administrator of the institutes and seminaries.<sup>1</sup> On 17 January 1964 the Executive Committee of the Unified Church School System and of BYU met to clarify the relationship of the new acting chancellor to that of the newly appointed acting president. Harvey L. Taylor was given responsibility “for the overall direction of Brigham Young University, Ricks College, the LDS Business College, Juarez Academy and other Church schools in Mexico, the various seminaries and institutes, and any other facilities.” It was made clear “that the executives of these various institutions,” including the acting president of BYU, were to serve under

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1. Diary of Ernest L. Wilkinson, 10 December 1963.

Taylor's direction "until such time as a Chancellor of the Unified Church School System is appointed and a President of Brigham Young University is named."<sup>2</sup> Even though the Acting Chancellor was granted de jure authority over the temporary BYU head, Crockett maintained de facto autonomy in his governing of BYU. He had access to the General Authorities and carried on with much the same administrative procedure as his predecessor, representing the school at all Board meetings.

With Wilkinson's resignation and the subsequent appointment of two men to take his place, the unification of all Church schools began to dissolve. This eventually resulted in a division of BYU from the institutes and seminaries which became permanent early in 1965. An evidence of this change in administrative sentiment came in March 1964, a little more than two months after the appointment of Harvey L. Taylor as chancellor. At that time, both Taylor and Crockett "decided . . . to discontinue the Administrative Council as previously organized," which had acted for the entire Unified Church School System. In its place, a University Council comprised of Earl C. Crockett, Joseph T. Bentley, J. Elliot Cameron, Ben E. Lewis, Clyde D. Sandgren, and William R. Siddoway was established.<sup>3</sup> A separate governing council for the seminaries and institutes and other Church schools was established under the direction of the acting chancellor.

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2. First Presidency to Ernest L. Wilkinson, 31 January 1964, Wilkinson Presidential Papers. The relationship between the acting chancellor and the acting president was further clarified by the diary of President McKay: "President [Hugh B.] Brown said that the committee [Executive Committee] feel it should be clearly understood that the Chancellor of the Unified Church School System, Brother Taylor, should have jurisdiction such as the title indicates, that he is the Chancellor of the whole system, including the Brigham Young University, Ricks College . . . etc., except of course [the] South Pacific, which is a thing apart" (Diary of David O. McKay, 24 January 1964).
  3. Administrative Council Meeting Minutes, 12 March 1964, BYU Archives. Siddoway, formerly director of admissions and records, was named acting administrative assistant to Crockett on 21 January 1964 ("Admission Head Named Administrative Assistant," *BYU Daily Universe*, 21 January 1964).





Earl C. Crockett, acting president of  
BYU during the time that Ernest L.  
Wilkinson was running for the Senate.

The acting presidency of Earl C. Crockett was primarily a continuation of the policies and procedures of Wilkinson. Crockett had served as academic vice-president since he came to BYU in 1957 from the University of Colorado. His academic training was in the field of economics; he graduated with a doctorate in that discipline from the University of California in 1931. He taught in three states and in two countries, served as the principal economist for the War Production Board during World War II, and was a consultant for the Colorado General Assembly.<sup>4</sup> Crockett served his country and his Church with devotion and brought his characteristic diligence to his new appointment. Significantly, he had developed a good rapport with the faculty. Though such temporary administrations are naturally frustrating, Crockett kept all University operations in sound running order.

Crockett knew well that his appointment, like that of Christen Jensen's fifteen years previously, was temporary. Possibly the most direct instructions given him by the President of the Church were to try to quiet the political clamor on campus, to ameliorate differences, and to unite divided factions. Crockett was generally successful in this endeavor. One of his significant actions was the appointment of Ray Beckham of the Alumni Association as head of the new fund-raising program. Crockett set no long-range goals for the school but went about the business of thoroughly administering the affairs of the University. Perhaps his greatest accomplishment was his work with the faculty in implementing a new program emphasizing academic excellence.

As chancellor, Harvey L. Taylor also continued the policies of his predecessor, although he did not push the junior college issue as Wilkinson had done. He was well respected and had friendly relations with all segments of the school system. He followed Wilkinson's policy of giving full support to Berrett, who continued his excellent service as administrator of the institutes and seminaries.

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4. "Presidency, Chancellorship Split: Crockett Named Acting President; Taylor Takes over Chancellorship," *BYU Daily Universe*, 13 January 1964.





### Prove, Utah

Front page of the 9 December 1964 issue of the *Daily Universe*, announcing the return of Ernest L. Wilkinson as president of BYU.

## Back at the Helm

When he decided to run for the Senate, President Wilkinson unequivocally resigned as both president of BYU and chancellor of Church schools, and two days after the election he publicly announced that he intended to return to his Washington office to practice law, but President McKay had other ideas. Within a couple of hours after Wilkinson's announcement, President McKay telephoned him to express his desire that he return to his prior positions. On 30 November 1964, less than a month after the election, the two men had a conference in Salt Lake City. David O. McKay recorded in his diary that "We had a long talk regarding the Brigham Young University and the matter of his taking over the positions of Chancellor of the Unified Church School System and President of the Brigham Young University. I told him that I should like him to resume his work, and he said that he would be very happy to take up the reins again."<sup>5</sup> Consequently, on 2 December 1964 it was announced that Ernest L. Wilkinson had been reappointed as both president of BYU and chancellor of the Unified Church School System. Said Wilkinson in an official acknowledgment of his reappointment, "I am grateful for the confidence placed in me by the Board of Trustees. All I can now say is that I will do my best to measure up to their expectations."<sup>6</sup> Upon his reappointment to his former positions, Wilkinson — for the first time in his career at BYU and at the insistence of the Executive Committee — began to receive a salary.

As far as President McKay was concerned, the reappointment to the presidency of BYU was never really in question if Wilkinson lost the election. During the acting presidency of Earl C. Crockett, President McKay received many letters recommending specific individuals as possible replacements for Wilkinson, whether he won the election or not. Almost all of these were answered with the polite remark that BYU was under the acting presidency of Earl C. Crockett.

5. Diary of David O. McKay, 30 November 1964.

6. "Board Makes Reappointment of School President-Chancellor," *BYU Daily Universe*, 3 December 1964.



The situation regarding the chancellorship was not quite as simple. Less than two months after Wilkinson's reappointment to both positions, a major division occurred. Harvey L. Taylor, formerly acting chancellor of the Unified Church School System, became administrator of the system; Wilkinson continued as president of BYU.<sup>7</sup> One of the fundamental reasons for this decision was the magnitude of the responsibilities involved. Presiding over BYU, with its rapidly climbing enrollment and campus growth, was a big enough job for any one man, without the responsibility of administering fifty-two full-time and 132 part-time institutes, 180 full-time and 1,700 part-time seminaries, and the remaining Church schools in Latin America, South America, and the Pacific.<sup>8</sup> A February 1965 editorial in the *Daily Universe* explained the inevitability of the decision: "It was bound to happen. . . . The increase in both size and number of these school programs has brought about a mandatory separation of duties. It should be felt a compliment to President Wilkinson to see the achievements made through his influence and direction, so many that it is deemed nearly impossible for one man to handle both of them effectively."<sup>9</sup>

The action of the Executive Committee met with Wilkinson's approval.<sup>10</sup> He felt the time would come when it would be necessary to divide the administration, and he expressed this sentiment to the Executive Committee. The matter of age seems not to have entered into the picture at all. In talking to President McKay, Wilkinson reminded him that although BYU had no retirement age for administrative officers, Wilkinson was now sixty-five, the age at which it had become common for university presidents to resign. He was entirely willing to step aside. President McKay, who was

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7. "Church School System Reorganized: Wilkinson, Taylor Assume Posts," *BYU Daily Universe*, 8 February 1965.

8. Early in December 1964 all of the Church schools in the Pacific, which for years had been administered by the Pacific Board of Education, were regrafted into the Unified Church School System.

9. "A Most Valuable Team," *BYU Daily Universe*, 9 February 1965.

10. BYU Board Minutes, 6 January 1965. Wilkinson wrote in his diary on 3 February 1965, "This might be a Godsend to me."

ninety-one, turned to Wilkinson and said, "You're just a youngster. I was seventy-eight when I became President of the Church. You go back to Provo and forget about resigning."<sup>11</sup>

There was another important factor involved in the division of responsibility. There was a growing sentiment that the entire Church school system, including BYU, should be unified under one administrator having no specific commitments to BYU on the one hand nor to the balance of the Church school system on the other hand. The net result of this feeling was the eventual choice of a commissioner to oversee and coordinate all aspects of Church education. Since the commissioner would not be responsible to any specific area within the system, such a move would eliminate suspicion that one institutional division of Church education was being preferred at the expense of the others.

The division of responsibility for Church education between the acting president of BYU and the acting administrator of the other Church schools operated temporarily while Wilkinson was running for the Senate, but the arrangement was not satisfactory to the Board of Trustees.<sup>12</sup> The value of having such an interim administration was to give the Board "time to think through a little bit further" the entire question of government of Church education.<sup>13</sup> The Cameron Report strongly recommended that "a highly qualified, experienced, professionally trained educational administrator" be employed as "the Administrator of *all* Church schools."<sup>14</sup> The problem with the interim administration did not involve personalities. Instead, it concerned the administrative structure itself. For one thing, a permanently divided command at the top was not consistent with Church procedure. Many felt that such a continuing division was not administratively efficient.<sup>15</sup>

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11. David O. McKay interview with Ernest L. Wilkinson in 1964, as recollected by Ernest L. Wilkinson.
  12. Journal of Harold B. Lee, 14 January 1965, Harold B. Lee Papers, Church Historical Department.
  13. BYU Board Minutes, 6 January 1965.
  14. J. Elliot Cameron, "Survey of Basic Educational Needs," p. 1079.
  15. Minutes of conference between Ernest L. Wilkinson and David O. McKay, 6 September 1965, Wilkinson Presidential Papers.



Some were fearful that the benefits to Church education which were achieved under unification would now be lost. In addition, from the moment that the responsibilities for administering BYU and the other Church educational programs were separated, some believed that the division was not made in the most effective manner. One school of thought held that all of the institutions of higher education (including BYU, Ricks College, and the Church College of Hawaii) should have been placed under one administrator and all the other departments (seminaries, institutes, and elementary schools) under the other administrator. Obviously, Ricks College and the Church College of Hawaii had many more things in common with BYU than with the seminaries, institutes, and elementary schools.<sup>16</sup>

When the administration of the Church Educational System was permanently divided after Wilkinson's return to BYU, every attempt was made to preserve the strong points of the unified system. On the day of Harvey Taylor's appointment as administrator of Church schools, President Wilkinson said, "In the administration of his duties, Dr. Harvey Taylor will have my full support and cooperation. It is contemplated that in the administration of the other Church schools the unification that has already been obtained will continue, and the facilities of the Brigham Young University will be availed of to assist in the working out of the entire educational program."<sup>17</sup>

As a part of the new administrative organization, President Wilkinson recommended that the following positions and facilities of the Church school system be used for both BYU and the other parts of the system: secretary of the boards and their executive committees; general counsel; comptroller of all expenditures; vice-president of auxiliary services and purchases, who had previously assisted in the establishment of improved housing and cafeteria operations at Ricks College, in addition to operating Auxiliary Services at BYU; director

16. Diary of David O. McKay, 13 January 1965.

17. "Church School System Reorganized: Wilkinson, Taylor Assume Top Posts," *BYU Daily Universe*, 8 February 1965.

of Physical Plant, who, in addition to his work at BYU, had been responsible for the construction of new buildings and their maintenance at Ricks; director of institutional research; director of libraries; Extension Division; computer center; and the admissions clearing house and counseling center. In addition, it was contemplated that from time to time there would be an interchange of faculty and staff among BYU, Ricks, and the Church College of Hawaii.<sup>18</sup> Most of these recommendations were accepted and implemented in the new Church school system, although it was clearly understood that Ricks College and the Church College of Hawaii were not to be made branches of BYU.<sup>19</sup>

### **Expanding School Administration**

Even before Wilkinson's decision to run for the Senate, the widening scope of operation of the University resulted in expansion of the administrative staff. William P. Knecht came to the campus and volunteered to serve without compensation. A devout member of the Church with a wealth of both Church and business experience, he served as special assistant from 1961 until his death on 20 January 1966. An Easterner, he had been president of the Boston Branch of the Church, which became the Cambridge Branch. He also became district president for Massachusetts until the formation of the New England Mission in 1937. He was then called as first counselor to Elder S. Dilworth Young, president of the New England Mission. Knecht was a man of remarkable ability in the business world. After graduating from New York University, he became export manager and general manager for Crucible Steel Corporation of America in Tokyo. He next became manager of the New York sales office of Crucible and Halcomb Steel Companies. He then became district manager of

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18. "Proposed Statement of Policy As to Services Rendered by the Unified Church School System Which Should Be Preserved in the Division of Duties between the President of the BYU and the Administrator of Other Church Schools and the Procedure for Accomplishing Same," February 1965, Wilkinson Presidential Papers.

19. BYU Board Minutes, 6 January 1965. In 1974 the Church College of Hawaii was made a branch of BYU.



Universal Cyclops Steel Corporation for New England, in which position he was the highest paid officer of the company, serving for twenty-one years. He met his wife, Ora Lee of Brigham City, while she was serving as a missionary in the Eastern States Mission. She served as his competent secretary at BYU without compensation. Knecht assisted President Wilkinson on such special assignments as obtaining steel from U.S. Steel's Geneva Works to construct the new football stadium and assisting Ray Beckham in the Development Office.

During the final seven years of the Wilkinson era the complexion of the administration changed with the University. The Administrative Council retained its role as an advisory board composed of all vice-presidents and special assistants to the president. In 1966 this council included Wilkinson as president; Earl C. Crockett, academic vice-president; Ben E. Lewis, vice-president for business affairs, who later became executive vice-president; Clyde D. Sandgren, secretary of the Board, vice-president, and general counsel; Robert K. Thomas, assistant academic vice-president; Dean A. Peterson, administrative assistant to the president and director of summer school; Stephen R. Covey, assistant to the president in charge of University Relations; David B. Haight, assistant to the president; Raymond E. Beckham, director of University Development; J. Elliot Cameron, dean of students; and William R. Siddoway, dean of admissions and records. Ex officio members included Edwin Butterworth, director of press relations, and Leland H. Campbell, director of Institutional Research.<sup>20</sup>

Until the end of the Wilkinson era, this council remained intact except for the addition of Sam F. Brewster, director of physical plant; Fred A. Schwendiman, assistant business vice-president; and Heber G. Wolsey, assistant to the president in charge of communications. The most significant development was the resignation of Earl C. Crockett in February 1968, at age sixty-five, after eleven years as academic

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20. "BYU Handbook," September 1967, BYU Archives, p. 5.



Robert K. Thomas, who succeeded Earl C. Crockett as academic vice-president of BYU in 1968.



vice-president.<sup>21</sup> He had desired to return the year before to teaching, but Wilkinson persuaded him to remain as academic vice-president for another year. After his resignation he spent a year abroad with the University of Maryland Overseas Program, with which he had been affiliated before coming to BYU. He then returned to teach at BYU. Crockett was replaced by Robert K. Thomas, formerly assistant academic vice-president. Thomas, a graduate with a doctorate in English from Columbia University, had been on the faculty since 1951 and had served as chairman of the Honors Program. Robert J. Smith, a professor in the Accounting Department, assumed the position of assistant academic vice-president in 1968 and became associate academic vice-president two years later. In 1970, William R. Siddoway was released from his position as dean of admissions and records to become assistant academic vice-president.

### **“The Day of Mass Recruiting Is Gone”**

By 1965, BYU had little need to recruit students. Throughout the entire Church, BYU's reputation had grown to the point that the problem became one of admission and selection of the better qualified students. This became particularly true after the Board of Trustees began establishing enrollment ceilings for the University. In 1965-66 the Board established limitations on the number of freshmen that could enroll at BYU. This was not a popular decision. The Church leaders themselves had difficulty in deciding what the enrollment ceiling should be. During Earl C. Crockett's administration, the First Presidency urged a levelling off of enrollment at about 18,000, stating in a letter to all stake presidents and bishops, “We believe that in many cases it would be wise for the student to complete his freshman year where the influence of the home could be a supportive factor.”<sup>22</sup> Acting President Crockett noted that, “Although BYU has con-

21. “President Earl C. Crockett Resigns,” *BYU Daily Universe*, 23 February 1968.

22. “BYU Plans to Limit Enrollment to About Its Present Size,” *BYU Daily Universe*, 9 December 1964.

ducted a constant building program since 1950, enrollment is now [1964] three times what it was then and the present campus is taxed to capacity.”<sup>23</sup>

The Board did not establish a firm ceiling at that time, and enrollment continued to grow as applications for admission multiplied after the demise of the junior college program. Other factors were the preference shown by many LDS students for attending BYU as compared with institutions nearer their homes and the transfer of many students from other colleges and universities for their third and fourth years. Finally, as enrollment figures shot into the twenty thousands, sparking further construction and expansion, the Board imposed a definite ceiling on enrollment. In February 1970, one month after the death of President David O. McKay, the First Presidency, composed of Joseph Fielding Smith, Harold B. Lee, and N. Eldon Tanner, set a limit of 25,000 students for BYU.<sup>24</sup> In a letter to stake presidents and bishops the First Presidency stated, “With the rapid growth of the Church throughout the world we cannot expect to provide secular education for all our youth, but we will do all feasible for spiritual training. . . . To meet the need for religious instruction for our youth we have established institutes of religion convenient to more than 200 junior colleges and universities.”<sup>25</sup> The First Presidency suggested that LDS students should attend Ricks College or junior colleges close to home for their first two years and then come to BYU as upper division or graduate students. This pattern has been reinforced in the 1970s.

In order to make possible the new ceiling, the following policies were adopted:

1. The freshman class was limited to 4,200.
2. Special consideration was to be given to students who could qualify for scholarships and awards and the

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23. Ibid.

24. The figure of 25,000 is for “head count” and not full-time equivalent students (BYU Executive Committee Minutes, 24 September 1970).

25. “BYU Enrollment Closed Off at 25,000 Says President Smith,” *BYU Daily Universe*, 18 February 1970.



Honors Program, thus increasing academic standards.

3. Preference was to be given those students who could not live at home and attend an LDS institute of religion, to students who had special athletic or musical talents, to students who had interests qualifying them for such highly specialized programs as Asian Studies or the teaching of Indians, and to students with special circumstances which, in the judgment of local officials, made it more conducive to the welfare of the student to enroll at BYU than to remain at home.
4. Admission application deadlines were to be strictly enforced.<sup>26</sup>

With the institution of this admissions policy, the Church placed increasing emphasis on the institute program to provide religious education for its college-age youth. From 1960-61 until 1970-71, a period of ten years, institute enrollment increased 479 percent, from 10,270 to 49,168.

Faithful members of the Church who had been planning to send their children to BYU but finally realized that their son or daughter might not be accepted by the school were keenly disappointed. One stake official from Chicago wrote President Wilkinson to dispute the wisdom of the new enrollment policy:

Results in our area reveal that once a *good* student starts a university he is very prone not to transfer. . . .Returned missionaries transfer but not others.

We have had sad experience with students who were semiactive in their youth and attend universities either here in the Midwest or in the East. These students tend to fall away from the church and ultimately marry out of the church. This is a discouraging dilemma.

When the opportunity to attend *church-related schools* is *diminished*, there will be more young people marrying out of the church. I realize examples can be quoted of young people, usually from strong church families, who attend non-church-related schools and remain very active, and

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26. "University Makes Policy Statement on Enrollment," *Brigham Young University Today* 3 (March 1970): 1.

even participate in missionary programs, but it must be remembered that there are many young people in the church who do not come from strong church families. *The big success at BYU has been . . . turning partially active students into faithful church members.*

. . . I have been very close to the undergraduate students who attend universities in our area. . . . They do not find their mate at college. . . . Upon graduation they have to extend their college career in the West in order to find a mate. Those who are semiactive in the church marry out of the church and usually cease church participation.<sup>27</sup>

Partially to meet this criticism, in 1970 a Churchwide admission center was established at BYU to provide greater information on and understanding of admissions policies of BYU and programs of the institutes and seminaries. Counsel, guidance, data, and other services were provided to lead prospective students into a meaningful college experience or comparable training at BYU or elsewhere.

Naturally, with an imposed enrollment ceiling, widespread recruiting was deemphasized. In the words of William R. Siddoway, dean of admissions and records, "The day of mass recruiting is gone."<sup>28</sup> Recruiting efforts were bent toward obtaining brighter students. As early as 1966, recruiting was based on a three-track program: premium recruiting, in which special attention was given to locating, selecting, and convincing candidates who would score above 2.35 on a BYU predicted grade point average rating; admission recruitment, which was to encourage and enroll the 1.99 to 2.34 predicted GPA candidates; and the guiding to alternatives option, which would encourage those with less than a C average to find appropriate alternatives.<sup>29</sup> By 1966-67, a high school GPA of 2.25 was required for admission. In effect, throughout the

27. Jack W. Whittle to Ernest L. Wilkinson, 7 October 1965, Harold B. Lee Papers.

28. William R. Siddoway, "Proposals for More Effective Student Recruitment and Admissions Counseling at Brigham Young University," 1 March 1966, unpublished report in Wilkinson Presidential Papers.

29. Ibid.



late 1960s and into the 1970s, because of the enrollment crunch and the desire to upgrade standards, it became progressively more difficult for an applicant to gain entrance to BYU.

As a verification of this trend, it was reported to the Board of Trustees that in the school year 1965-66 a test score which placed a student in the fortieth percentile of entering freshmen would have placed him in the eighty-fourth percentile in 1956. Furthermore, BYU's entering class was one full point above the 1965 national mean of the top ranking institutions in the state and nearly three points above the 1965 mean of all institutions using the American College Testing Service (ACTS) tests.<sup>30</sup> Since admission requirements were increasing elsewhere by 1971, BYU's requirements for admission corresponded almost exactly with the national average for universities. Requirements were slightly higher than a 3.2 high school GPA and a composite score of 23 on the ACT test. A tribute to Dean Siddoway for his outstanding work in admissions was the American College Testing Program's identification of BYU as having a model admissions program. Thus, in the summer of 1970 the ACTS sponsored a workshop on campus which hosted twenty selected deans and administrators from universities across the country.<sup>31</sup> Although it was never a written school policy, President Wilkinson urged that the Admissions Office give preference to LDS students from areas in which the Latter-day Saint influence was weakest.<sup>32</sup> The school also attempted to enroll an equal number of single freshman men and single freshman women.<sup>33</sup>

As admissions requirements were stiffened, standards of personal worthiness were raised along with academic standards. Excommunicants were not allowed admission unless personally interviewed and cleared by a General Authority.<sup>34</sup> This stipulation was later increased to include those who had

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30. BYU Board Minutes, 4 January 1967.

31. BYU Administrative Council Minutes, 15 January 1970.

32. BYU Board Minutes, 7 September 1966.

33. BYU Administrative Council Minutes, 17 October 1966.

34. BYU Board Minutes, 1 November 1967.

been disfellowshipped. Also, as a means of testing moral worthiness to attend BYU, applicants (both LDS and others) were required to have a confidential interview with their bishop or minister. In 1970, of the 12,000 applicants, one-sixth were denied admission to BYU.<sup>35</sup>

### **The Office of Admissions and Records**

By the end of 1964 there were five areas in the Office of Admissions and Records, including admissions, admissions counseling and graduate evaluation, registration, records, and scholarships and high school relations.<sup>36</sup> One of the most important developments in the Office of Admissions and Records was the effort to counsel high school students of the Church to plan more efficiently for their post high school experience, a need which was increasingly emphasized as BYU enrollment ceilings were enforced. As part of this drive, Lynn Eric Johnson became director of the Educational Information and Guidance Center, forerunner of the present Educational and Career Advisement Center. In 1972 the administrative responsibility for this center was returned to the Division of Admissions and Records.

Sensing the need to do a more effective job of communicating with outstanding scholars to make them aware of the opportunities at BYU, William Siddoway implemented an admissions advisory program and in 1966 chose Bruce L. Olsen to head this new office. This program involved more than twenty-five states in which a local supporter of BYU (usually a successful alumnus or fund raiser) was asked to watch for good students. The school supplied a basic kit of materials to these advisers.<sup>37</sup> In time, this office was divided to include a director of high school relations. The Admissions Office thus was taking more and more responsibility for recruiting.

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35. "BYU Admissions Clarified," *BYU Daily Universe*, 1 February 1971.

36. Much of the material in this section is taken from Lorna Whiting, "A History of the Division of Admissions and Records," April 1973, unpublished typescript in BYU Archives.

37. BYU Administrative Council Meeting Minutes, 25 April 1966.



Because of the complications encountered with increasing numbers of applicants being denied admission and the need of admitted students to have counseling, Dr. Robert W. Spencer was hired as an admissions counselor in March 1967. He was appointed director of admissions in 1968 and became the first assistant dean of admissions and records. Under his direction, the handposting system of admissions was changed to a computerized "on line" admissions program. In the fall of 1970, William Siddoway was appointed assistant academic vice-president, and Spencer left the division to assume an associate professorship in the College of Education. Franklin L. McKean, director of admissions at the University of Utah, was appointed dean of admissions and records. After less than a year as dean, McKean resigned and was replaced in the fall of 1971 by Dr. Spencer after McKean returned to the University of Utah in a more important position.<sup>38</sup>

No history of admissions and records at BYU would be complete without mention of Lucille Spencer, who began working full time in 1940 as assistant registrar. She later became records officer and, at the time of her retirement in 1973, was graduation supervisor. During the time of her tenure, diplomas of graduation were handed out one-by-one to the thousands of students graduating. She had her work so perfectly organized that, despite the absence each year of certain members of the graduating class, every student received his proper diploma as he marched through the graduation line.

### **Financial Aids**

The student financial aids program was introduced at BYU in the 1959-60 academic year, due, in large measure, to new federally-sponsored student loan programs in which BYU refused to participate. By the end of its first twelve years in operation the BYU loan program had made approximately 42,295 loans to students for a total of \$7,485,738. About

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38. "Changes Made in Administration," *BYU Daily Universe*, 17 September 1970.



Lucille Spencer, who worked in the  
Office of Admissions and Records  
at BYU from 1940 to 1973.



32,335 of these were short-term loans averaging \$133 each, repayable in the same semester in which they were negotiated. The balance were long-term or special loans averaging \$319 each.<sup>39</sup> It was estimated that in 1968-69 alone, 1,500 students were able to attend school because of this Church-funded loan program. Over the years there has been a loss of only one-tenth of one percent because of lack of payment — an amazing record when contrasted with the default rate of about nineteen percent for the federal student loan program.<sup>40</sup> Besides taking advantage of BYU loans, a sizable number of BYU students obtained U.S. government-guaranteed bank loans. Generally, BYU loan preference has been given to returned missionaries and married students.<sup>41</sup>

The other major area of financial assistance to students has been the scholarship fund, school moneys provided primarily by the fund-raising programs and by personal grants from private families. Perhaps the most famous of these is the Edwin Smith Hinckley Scholarship Fund, which alone amounted to \$200,000 by 1968.<sup>42</sup> Although the scholarship program at BYU made some advances during the Wilkinson years, it does not compare with scholarship or fellowship programs at other universities. Graduate students receive comparatively little financial assistance, a factor which has hampered graduate work on campus. In 1967 the graduate scholarships and fellowships budget was only \$100,000.<sup>43</sup> As a rule, the philosophy of the scholarship office, as it is for the student loan fund, has been to offer small awards and gratuities to a large number of applicants rather than to award large grants to relatively few. As a result, many students who could not qualify for scholarships from BYU and were not in

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39. Douglas J. Bell to Ernest L. Wilkinson, 11 June 1975, Wilkinson Presidential Papers.

40. J. Elliot Cameron, "Weekly Minutes," 8 April 1969, Centennial History files, BYU Archives. *See also* "Student Deadbeats — Alarming Rise in Loan Defaults," *U.S. News & World Report*, 23 June 1975, p. 55

41. Joseph T. Bentley to Ernest L. Wilkinson, 3 March 1966, Wilkinson Presidential Papers.

42. Ernest L. Wilkinson to Hugh B. Brown, 29 October 1968, Wilkinson Presidential Papers.

43. BYU Administrative Council Minutes, 21 March 1967.

the high-income class made BYU their second choice because they could obtain financial aid at other schools. This trend influenced the school to implement bigger and more prestigious scholarship funds, not the least of which was the David O. McKay Scholarship program established in 1967. This program has since been named after each succeeding President of the Church and has provided up to \$1,500 every year to each of fifteen undergraduate scholars.<sup>44</sup>

### **Deans of Women**

Brigham Young University has been a coeducational institution from its establishment in 1875, and the school has always had an administrative officer to supervise and assist women students. In the early years the matrons were usually teachers in the areas of Domestic Art and Homemaking who looked after the welfare of women students. With the scholastic improvement of the University, the dean of women and counselor for women assumed other duties as well, often paralleling those of the Counseling Service.

The first matron was Zina Young Williams Card, who served from 1879 to 1884; the second was Jennie Harrington Tanner, who served from 1884 to 1888; the third was Laura Young Foote, who served from 1888 to 1891; the fourth was Mary C. Lyman Gowans, who served from 1891 to 1892; the fifth was Christina D. Young, who served from 1893 to 1900; the sixth was Inez Knight Allen, who served from 1901 to 1902. There is no record of a matron from 1903 to 1904. In 1905, Sina Nielson Chipman was appointed matron and served until 1906. Leah Dunford Widtsoe served in this capacity from 1906 to 1907. From 1907 to 1911, Jennie B. Knight was matron, and during parts of this time Alice Louise Reynolds was first assistant matron, and Vilate Elliott was second assistant matron. From 1912 to 1922, Alice Louise Reynolds was matron. In 1922 the name was changed to dean of women, and the position was occupied by Amy Lyman Merrill. Her tenure was short because, upon the resignation

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44. Ibid., 27 February 1967.



of her husband, Melvin C. Merrill, as dean of the College of Applied Science, she moved with him to Washington, D.C.

During 1924-25, Ethel Cutler Butt served temporarily as dean of women.<sup>45</sup> In 1925, Nettie Neff Smart was appointed dean of women, and she served until 1945. Born in Crescent, Utah, on 20 December 1875, she attended BYA Normal School and taught in American Fork, Provo, and at the BYA Training School. In 1902 she married Edwin H. Smart, professor of horticulture. He died in May 1920, and, although she had five children, she began taking classes at BYU along with teaching in the Provo schools. She later received her bachelor's degree. As dean of women, Nettie Neff Smart was known as "The Girl's Best Friend." She acted as adviser for all women's activities and assisted women in obtaining part-time work. Available for consultation twenty-four hours a day, she cared for her girls both at school and at their residences. She gave many parties to help the girls get acquainted with each other. Mrs. Smart served with distinction, and at her death on 13 May 1945 her coworkers wrote, "She has . . . performed her duties so faithfully and efficiently, established herself so firmly in our admiration and affections, that we shall miss her greatly."

The title was changed from dean of women to counselor for women in 1945, and President Howard S. McDonald appointed Lillian C. Booth to fill this full-time position. Mrs. Booth received her bachelor's and master's degree at BYU and also studied at the University of Chicago. She married Wayne Chipman Booth on 18 June 1919; he died seven years later. As counselor for women, she was charged with the responsibility of working with all women students enrolled each year. She was adviser to the Associated Women Students organization and was an active member of such campus committees as Housing and Cafeteria, Health, Social Coordinators, Student-Faculty, Freshman Orientation, Homecom-

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45. See Lillian C. Booth, "A Research Study to Locate and Compile the Names and Short Histories of the Matron, Dean of Women, and Counselor for Women at Brigham Young University for the Years 1879 to 1957," unpublished typescript in BYU Archives.

ing, Scholarships, and Diamond Jubilee. A special committee was organized to work on programs and projects for women at BYU. One of the accomplishments of this committee was a booklet on dress standards which was distributed in wards and stakes throughout the Church. When the Counseling Service was organized in 1946, between 600 and 700 men and women students were assigned to Mrs. Booth each fall, and she counseled and worked with them throughout the year. As counselor for women, she also worked to promote public relations by being active in school, Church, national, state, and city organizations. She worked as peacemaker between homeowners and students and parents and students. She interviewed all women students who wished to discontinue their studies at the University. A talented musician, she served in many Church offices. After living as a widow for many years, she left the University in 1958 to marry Ray J. Davis of Pocatello, Idaho.

In 1959, Klea Evans Worsley was appointed counselor for women. Born at Redmesa, Colorado, on 24 December 1909, she attended schools in Colorado and the McCune School of Music and Art in Salt Lake City. In 1950 she came with her four children to BYU and in 1953 received her bachelor's degree and in 1957 her master's degree in counseling and guidance, both from BYU. As counselor for women, she was adviser to the Associated Women Students and worked closely with them in their activities for the women of BYU. She counseled with students individually and in groups, helping them to make the adjustment to college life, roommates, professors, and friends. She took an active role in leadership training for students and for several years team taught a class in organizational behavior for student body officers. Bishops, stake presidents, student housing supervisors, and many individuals referred students with problems to Mrs. Worsley for help. She also worked with students in the area of choosing a major and vocational guidance. When the Wilkinson Center opened she became a full-time adviser to student activities. In this position, she worked on student assemblies, with the Women's Activities Office, and in many other student-related



areas. She is a musician, dramatist, and writer, and for nearly ten years she served on the Drama Committee of the MIA General Board.

By 1966, Mrs. Worsley was so occupied with counseling services that President Wilkinson felt it desirable to appoint a dean of women and have Mrs. Worsley continue as counselor for women. Accordingly, he appointed Lucile Owens Petty as dean of women. Born in Wellesville, Utah, on 6 October 1904, she was educated in Utah schools, receiving her bachelor's degree from Utah State Agricultural College, after which she did three additional summers' work at the University of Wisconsin. She married Russell B. Petty, a dentist, and they were the parents of eight children. She served as dean of women at Weber State College, won the "Man of the Year" award in Ogden, and served on the Ogden board of education for ten years, during which time she was president for five years. She was president of the Utah School Boards Association for two years and a member of the board of trustees of Utah State University. She had served in practically every position a woman could hold in the Church. As dean of women she worked on special programs and projects for women students, cooperated with the adviser to the vice-president of women's activities in student government, and often took referrals of young women who needed guidance from all areas on campus. She worked for some time with all students who were terminating their work at the University. While Mrs. Petty was dean of women, her husband, Russell B. Petty, died. She later married Edgar A. De Miller. Lucile resigned from her position in 1972 when she and her husband were called as missionaries to be host and hostess at the Thomas L. Kane Visitors Center in Kane, Pennsylvania, and later at the Church Center in Liberty, Missouri.

### **Deans of Men**

Arlin Rex Johnson, the first dean of men at BYU, served from April until September 1937. He was born in Huntington, Utah, in 1898. A graduate of Brigham Young High School, he served in the United States Navy during World

War I. He married Edith Jones, daughter of Samuel S. Jones, in 1921. Educationally, he earned a bachelor's degree from BYU in 1924 (serving one year as student body president) and a master's and doctor's degree from George Washington University in 1931 and 1935. Before and after being appointed dean of men, he was a member of the business faculty at BYU. After his short tenure as dean of men he became assistant director of foreign agricultural relations in the U. S. Department of Agriculture. He was later director of the Navy Graduate Financial Management Program at George Washington University, and at the time of his death in 1970 he was serving as a professor at Nevada Southern University and the University of Nevada at Las Vegas.

Wesley Parkinson Lloyd served BYU as dean of men from 1938 until 1945, as dean of students from 1945 until 1960, and as dean of the Graduate School from 1960 until 1969. Born in Ogden, Utah, in 1904, he received his bachelor's degree from BYU in 1927, and, after marrying Lillian Murdock, also a BYU student, he received his master's degree from BYU in 1934 and his doctorate from the University of Chicago in 1937. He then returned to BYU to accept a faculty appointment. His personal charm, ability to work with and counsel others, and scholarship propelled him into his career as an educational administrator. He was president of the National Association of Student Personnel Administrators (1949-50), president of the Utah Conference on Higher Education (1946-47), chairman of the Academic Council of the Western Personnel Institute (1949-51), chairman of the Committee on International Relations of the American Personnel and Guidance Association (1956-58), and a member of the Advisory Committee on Higher Education of the American National Red Cross (1960-63). In 1951-52 and again in 1955, he directed a team of American specialists conducting institutes on higher education for Japanese universities. In 1955, as chairman of the Committee on International Relations of the American Personnel and Guidance Association, he held conferences with ministers of education and university officials in seventy university centers in Europe, Africa, and Asia. He also visited, on specific request of the nations



involved, Burma, Colombia, Venezuela, and other countries as a special consultant on educational matters. After his retirement from BYU, he was appointed dean of the Graduate School of Arts and Sciences at the U. S. International University, a post he held until 1971. Since that time he has been director of California Western College.

Antone K. Romney, who served as acting dean of students during the 1960-61 school year, was born on 20 September 1902 in the Mormon settlement of Colonia Juarez, Mexico. During the period from 1930 until 1934 he earned a bachelor of science degree and a master of science degree in educational administration from BYU. In 1947 he received a doctorate from Stanford University. During his active career he had many educational assignments, among which were principal of the Provo LDS Seminary; Utah State director of occupational information and guidance, of libraries, of school buildings, and of school community relations; assistant professor of education and coordinator of veterans affairs at BYU; chairman of the BYU Counseling Service; acting dean of students; and professor of education. He has also served as dean of the College of Humanities and Social Sciences, assistant dean of the College of Education, and dean of the College of Education. He was honored by BYU by being appointed distinguished professor of comparative and international education. His expertise in the field of educational administration has taken him all around the world; he has studied university educational patterns in every state of the Union and has participated in government-sponsored field studies in Russia, Japan, Korea, the United Arab Republic, Mexico, and numerous African nations. No less involved in Church activities, he served a mission for the LDS Church in the Eastern United States and was counselor in the Provo Stake Presidency, a member of the General Board of the LDS Sunday School, and once again a counselor in the Provo Stake Presidency. In 1955 he was installed as the initial president of the BYU First Stake, a post he held until 1960. In 1971 he was named a regional representative of the Quorum of the Twelve Apostles.

Bryan West Belnap served as acting dean of students dur-

ing the 1961-62 school year. Born in Ogden, Utah, he graduated from Weber State College in 1941, married Darlene Howard in 1946, and, during the same year, received a bachelor's degree from BYU. He received his master's degree in 1950 and his doctor's degree in 1951 from Columbia University. Joining the BYU faculty, he was department chairman of Theology; department chairman of Church Organization and Administration (1951-54); director of undergraduate studies in the Division of Religion (1955-58); department chairman of Religious Education (1958-61); acting dean of students (1961-62); and dean of the College of Religious Instruction (1962-67). Not only was Dean Belnap of great service to BYU but also to his Church and community. He was vice-president of the Edgemont Recreational Association, superintendent of both the Sunday School and the YMMIA on ward and stake levels, a bishop, first and second counselor in the stake presidency, stake president, high counselor, and secretary to the Children's Committee on the Church Coordinating Council. In addition to his academic, civic, and Church service, he and his wife raised a family of six children. His untimely death in 1967 while dean of the College of Religious Instruction was a blow to all who knew and revered him.

J. Elliot Cameron became dean of students in 1962. His title was changed to dean of student life in 1972, and he has held that position ever since. He came to BYU from Utah State University where he was dean of student services from 1958 to 1962. Born in Panguitch, Utah, in 1923, he graduated with both a bachelor's and master's degree from BYU in 1949. In 1966 he obtained a doctorate from BYU. Serving in the United States Army during World War II, he became a specialist in hospital administration. In 1948 he began teaching at Lincoln High School in Orem, Utah. The following year he became principal of Duchesne High School, and from 1950 to 1953 he was principal of South Sevier High School. He relinquished that position to accept the appointment of superintendent of the Sevier School District, where he served until 1956. For two years prior to his move to Utah State





J. Elliot Cameron, dean of students at  
BYU since 1962.

University, he was president of Snow College in Ephraim, Utah. Active in professional and civic affairs, Dr. Cameron has served as regional representative of the Council of the Twelve Apostles since 1967. He has also been a bishop, high councilor, stake president, and a member of the LDS General Sunday School Board. He and his wife, the former Maxine Petty, are the parents of four children.

### **Accreditation Assessment of 1966**

Less than eighteen months after Wilkinson's return as president, BYU received an accreditation visit from the Northwest Association of Secondary and Higher Schools. It had been ten years since the prior accreditation. Whereas the academic growth experienced in the early Wilkinson years (1951-57) was structural and organizational, the growth in the academic areas during the last fourteen years of Wilkinson's administration was characterized by an increase in the quantity and quality of faculty and curriculum. The accreditation report of 1956 indicated that the tremendous growth of the school precluded any equitable evaluation of the academic programs until the University had time to assimilate and consolidate its expansion. The accreditation of 1966 provided an appropriate opportunity to objectively evaluate the school's academic progress.

A committee under the chairmanship of Dr. Laurence E. Gale of the University of Montana spent four days on campus evaluating academic programs from 26 to 29 April 1966. The chairman informed school officials that his committee would emphasize the following areas in the evaluation: "(1) The reevaluation of the aspects of the institution for which the 1956 team had made recommendations, (2) undergraduate and graduate programs developed or expanded since the last evaluation . . . and (3) the entire graduate program."<sup>46</sup> Since professional organizations had previously evaluated the areas

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46. "Report of the Visitation Committee to the Commission on Higher Education of the Northwest Association of Secondary and Higher Schools on Brigham Young University," 26 to 29 April 1966, Wilkinson Presidential Papers, p. 3.



of business, chemistry, education, engineering, music, and nursing, reports on these disciplines were not included in the visitation committee's evaluations.

The format for the visitation committee's exposure to the school's program involved four approaches. First, the committee met with the deans of all the colleges to obtain an overview of problems and developments; second, a meeting was called with the local unit of the Association of American University Professors to obtain their viewpoint; third, members of the faculty were consulted individually in an attempt to verify and classify aspects of the school's academic setting; and, fourth, a review of the visit was conducted with the president and the academic vice-president.

The criterion used in ascertaining the strengths and weaknesses of BYU was the 1964 statement of policy made jointly by the National Commission on Accrediting and the American Council on Education, which said that the "responsibility of academic institutions" is

to provide an opportunity for individuals to examine the value of knowledge and rationality in their own lives and in human existence. Thus, in addition to their responsibilities of teaching and research, academic institutions have the responsibility to avoid indoctrinating their students to believe in unexamined ideas and to act without reflection. They cannot be partisans of any special position other than the discovery of truth, and their professors can represent no more narrow interest than the interest of humanity. This is the unique role and heritage of academic institutions, and it is the goal that must be guarded, collectively and individually, by all degree-granting institutions.<sup>47</sup>

Prefacing the official report on the committee's findings, the following statement set the tone for the comments which followed:

While the reports that follow vary in content from being extremely critical to laudatory, and from straightforward

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47. Ibid., p. 5.

factual presentations to those containing much editorial discussion, the chairman has not edited or modified any report. . . . Brigham Young University is an institution of tremendous strengths and serious weaknesses, and it is felt that the reports should stand unedited in order to be of the greatest benefit to the institution.<sup>48</sup>

The result was an uneven and not altogether consistent report.

### **Evaluating the Administration**

Dr. Gale compiled the evaluative report on the administration of the school. He was impressed with stated objectives of the University and felt that not only were the goals and aims of the objectives clear and commendable, but they encouraged originality and creativity which should result in ever widening research activities and programs. In the area of administrative involvement, however, Dr. Gale felt that these lofty ideals were not always implemented. In spite of this, Gale asserted, such a condition did not seem to lower overall faculty morale, as the faculty in general seemed to be "well informed and loyal pertaining to the objectives of the institution."<sup>49</sup>

Assessing the school's stability, Gale was impressed with the skill of the administration in coping with rapid growth, for not only had enrollment tripled during the decade prior to 1956 (the time of the last accreditation evaluation), but it had doubled (9,440 to 18,725) between 1956 and 1966. The concern of the Board of Trustees for handling this influx augured well for the school's future. The Trustees seemed intent on keeping the quality of the school's program in line with the increased quantity of enrollment. Such a philosophy seemed to Gale to explain the low faculty turnover ratio, which from 1961 to 1966 had been only 7.4 percent. Another impressive factor in the administration was the absence of deficits accrued by the rapid expansion of buildings and services. The financial stability of the school seemed assured as long as the

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48. Ibid., p. 6.

49. Ibid., p. 7.



LDS Church maintained its generous allocations. Since the 1956 visit, the committee members were, in Gale's words, favorably impressed with the new construction which effectively combined "maximum instructional utilization" and an "aesthetic appearance important to the university environment and setting."<sup>50</sup>

Dr. Gale's criticism was directed primarily toward the lack of faculty involvement in University administration. He felt the expertise of the faculty was not being fully utilized, for although recommendations and suggestions could be addressed to the administration, final authority was vested in the administration. Another problem, in the committee's opinion, was inherent in the school's faculty recruitment. At the time of the visit, ninety-five percent of the 646 faculty members were members of the LDS Church. This was not an indictment against Mormonism, for the committee lauded the ideals, programs, and environment that the Church was able to foster at the University. But the complaint was that the homogeneity of the faculty might tend to restrict the character of the University into undesirably narrow confines. Gale asserted that this possibility was further enhanced by the fact that, of the 646 faculty members, 510 obtained one or more degrees from BYU, and many of the other 136 obtained at least one degree from either of the other two state schools in Utah — the University of Utah or Utah State University. Such statistics suggested provincialism and a lack of the cosmopolitan atmosphere expected at a major university.<sup>51</sup> The issue as to whether the school's uniqueness added to or detracted from its academic credentials emerged as the central theme of the committee's evaluations.

Before turning to individual colleges, Dr. Gale and his committee gave their views on conditions that, in their minds, seriously hampered the students' academic experience. For one thing, the administration's encouragement of teaching loads between twelve and fifteen hours seemed high for a

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50. Ibid., pp. 8-9.

51. Ibid., pp. 13-17.

university, and the student-faculty ratio appeared to be above that of many other institutions. The relatively low faculty salaries were mentioned many times, as they had been in 1956. Concluding the evaluation of the administration, Dr. Gale said,

It must be understood by the administration of Brigham Young University (President and/or Board of Trustees) that the Visitation Committee and this evaluator feel strongly that Brigham Young University has the potential to become a truly great university. Nonetheless, the regulations that are stated are not being adhered to with the type of consistency that gives the total instructional staff and the students, particularly at the graduate level, the freedom of inquiry and the responsibility necessary to offer degrees equivalent in stature in all areas with those offered at other accredited institutions in the United States.<sup>52</sup>

The committee also felt it appropriate to give a cursory evaluation of the University's student body. The students presented "an impressive and truly outstanding picture to any visitor of the campus." The dress standards were termed "refreshing," as were the students' loyalty, respect, and comportment. The primary concern regarding the students was the school's inability to provide enough loan funds to assist those in need. The school's policy of not accepting government funds was, in the committee's eyes, unjustified. The committee felt that the Church's substitute long-term program was laudatory in theory, but the \$750,000 available through the fund was insufficient to cover the needs of deserving students.

### **Biological and Agricultural Sciences**

Dr. Roy E. Huffman, the evaluator of the biological and agricultural sciences, was particularly impressed with the quality of BYU's work in bacteriology, botany, and zoology and was encouraged with the improvement in facilities that

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52. Ibid., pp. 16-17.



would be afforded by the proposed life sciences building. He had praise for the breadth of curriculum and the quality of teaching. Forty of the forty-seven faculty members — eighty-five percent — held a doctor's degree even though the majority of professors had obtained their baccalaureate degree from one of the Utah schools (thirty of forty-seven from BYU). Of the forty doctorates, however, twenty were from different institutions and no more than four came from the same university. Only one professor had received his doctor's degree from BYU. The committee recommended a continuous program of bringing in visiting professors and hoped a larger percentage of non-LDS faculty members would be hired. They also felt the college should avoid inaugurating "doctorate programs in Agronomy and Animal Science in the foreseeable future."

### **English Department**

The Department of English was the only academic department on campus that received special observation. The evaluator of this area initially noticed "the remarkable and impressive sense of devotion and commitment" which characterized the entire English faculty. The staff seemed to work unusually well with one another and seemed to be able to share problems and discuss with candor and sensitivity the strengths and weaknesses of the department. These qualities seemed all the more commendable in light of the inadequate physical facilities in which the department was housed.

Despite the shortage of facilities, improvement was noted in other areas since the last visit. The new J. Reuben Clark, Jr., Library had been completed, and the previously inadequate English holdings had been improved phenomenally. The observer said, "The Administration is to be commended heartily for its support of an unusually handsome building and for the valuable collection it houses. Next to human talents, no single facility can mean more to a graduate program than a first rate library. If the collection continues to develop as it has for the last five years it will be a lasting credit to the institution." The English Department curriculum also received accolades for its

quality, variety, and breadth. The report was especially commendatory of the freshman English and undergraduate offerings.

### **College of Fine Arts and Communications**

Foremost in the mind of the evaluator of the College of Fine Arts and Communications was the impressive facilities of the Harris Fine Arts Center. The observer thought that the "Division of Dramatic Arts is as well equipped as any such university department in the United States. The radio and television studios surpass many commercial facilities." The only apparent deficiencies were lack of faculty office space, lack of sculpture laboratories, and lack of working space for graduate students.

The observer was very pleased with faculty qualifications and teaching. Especially impressive were the staff's genuine sincerity and dedication to their field of study. The main criticism was the inbreeding which tended to deprive students of a more cosmopolitan approach to this field than they might have obtained with greater faculty diversity. The faculty received excellent leadership, especially on the college level, and Dean Conan Mathews was singled out for special praise as a leader who was sensitive to the strengths and weaknesses of his college and whose vision provided the impetus toward excellence that distinguished this area.

### **College of Humanities**

The College of Humanities was evaluated by Dr. Carlton Culmsee, a former member of the BYU faculty who left to accept a position at Utah State University. His evaluation was unique in that he prefaced his comments with a brief clarification of the peculiar circumstances at BYU that might make it appear to some to be too ecclesiastically oriented. Apparently, some of the committee members misunderstood the spiritual undergirding of the University, and Dr. Culmsee attempted to place this spiritual foundation in its secular context with the hope of setting seeming conflicts into proper perspective. For



instance, he thought the deep religious motivations of the students were not in conflict with secular standards of scholarship; that, indeed, they could result in benefit to staff and students; that returned missionaries, with a love of the people and countries they served, contributed a broader outlook and broke down provincialism; and that the faculty members gave more generously of their time than in other universities because of the strong traditions of service at BYU. But he thought more time should be given the faculty for scholarly endeavors. Dr. Culmsee praised the college for its exceptionally low turnover of permanent faculty members despite "the modest salaries." He suggested more economic incentive to the younger staff and "more economic security and latitude for travel and study to senior faculty members."<sup>53</sup>

### **College of Physical Education**

The College of Physical Education was praised for its physical plant and faculty morale, dedication, and loyalty, and, like the University in general, criticized for its unsatisfactory salary scale and teaching load. The observer noted that the new Stephen L Richards Physical Education Building housed twenty-three teaching stations, thirty-nine offices, two Olympic-size pools, another specially-designed swimming pool, an extensive research center, and numerous supplementary facilities. He concluded that he had not "had the pleasure of visiting a more modern and functional physical education plant. . . . The opportunity for coeducational physical education and recreational activities is practically unlimited."<sup>54</sup>

The graduate program within the college was praised, not only for its attainments but for the potential success a doctoral program could have if inaugurated. The faculty included fourteen competent doctorates and deserved a high rating "with respect to the following competencies: scholarship, devotion to inquiry and scientific research, teaching competence

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53. Ibid., pp. 45-53.

54. Ibid., p. 55.

in committee and administrative work, men in the profession, and personal and social qualities.”<sup>55</sup> In fact, the committee strongly urged the administration to consider the inauguration of a doctoral program in the College of Physical Education. The report concluded: “The University will undoubtedly earn its rightful place as one of the great universities in the United States of America. Overall College of Physical Education evaluation: excellent!”<sup>56</sup>

### **College of Physical and Engineering Sciences**

As far as physical plant was concerned, the reporter noted that the departments of Chemistry, Physics, and Geology were largely taken care of by the Eyring Science Center. There were classrooms and a large lecture hall for each of these departments, and all three had enjoyed a large place in the curriculum when the Eyring Science Center was constructed and before the advent of the engineering areas on campus. The fields of chemical, civil, electrical, and mechanical engineering had been accredited in 1963 by the Engineers Council for Professional Development for a five-year period, thus making evaluations by the Northwest Association of Secondary and Higher Schools unnecessary. But problems that were apparent in the engineering fields were discussed in conjunction with the other departments. One of the areas of great concern was the problem of the physical plant in handling instructional and laboratory loads for burgeoning enrollments in geology, mathematics, and all four areas of engineering. In addition to space shortage, the deficiency in library holdings — especially the prominent journals — precluded the student from obtaining the most out of professional literature. But library expenditures for materials in this area seemed to be on the increase.

Prefacing his recommendations with praise for the “highly motivated, professionally competent, dedicated, high caliber group of scientists” who taught physical sciences at BYU, the

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55. Ibid., pp. 59-62.

56. Ibid., pp. 64, 71-72.



reporter recommended that further expansion be curtailed until there could be more adequate staffing, that enrollment should be curtailed in certain areas until added space was provided, that the administration should accept federal funds in the science areas, that salaries should be increased, that there should be greater participation of the faculty in the formulation of academic policy, and that there should be a greater delegation of authority to the dean and department chairmen.

### **College of Religious Instruction**

The evaluation of the College of Religious Instruction by two clergymen from differing faiths offered the school a fresh insight into the role of religion at BYU as seen through the eyes of outside observers. Surveying the surface of the College of Religious Instruction, the visitors were impressed with the "hard working faculty, reasonably adequate facilities, above average religious holdings in a superior library, and students in large numbers" (all 18,600 undergraduate students at BYU and 150 or more graduate students). But concern was expressed over the intellectual climate within the college. To individuals not readily conversant with the tenets of Mormon faith and practice, the apparent lack of "intellectual ferment" was disconcerting at a university where reason and free inquiry seemed to be overwhelmed by a "revelational and authoritarian approach to knowledge." The observers felt the college needed to achieve a working relationship between "Mormon revelation to which the university is thoroughly committed, and free intellectual pursuit."

The evaluators praised the objectives and success of the undergraduate religion courses, but they were not so impressed with the graduate program. They doubted whether the program for supplying theological teachers with doctorate degrees to Church institutes would make them biblical or theological scholars of the quality that the evaluators thought a degree in this field should require. The observers also felt that the professors who taught Old Testament and New Testament needed more training: "It is extremely difficult for an

outsider to understand how one can become an expert in the restored gospel without first being an expert in the (original) gospel.”

The observers commented that religion courses appeared to be “designed largely to inspire toward better living rather than toward a better understanding of man and his relation to God and the rest of the cosmos.” They did not criticize this “pastoral bent” but suggested that students might increase their ability to become more productive citizens and church members by striking a balance between intellectual and practical approaches to religious education. Overall, the observers recommended that the college should establish “some kind of a ‘rationale plank’ on which their fellow educators in other institutions can move back and forth between BYU uniqueness and common intellectual sharing.” They also felt that some effort was needed to promote sharper “intellectual encounters.” Their final suggestion was that the Department of Philosophy should be moved to the College of Humanities. One or two members of the full committee half-seriously suggested that for the purpose of intellectual ferment and free inquiry at BYU the University should have one or two atheists on the faculty, but that suggestion was not passed on by the full committee.

### **College of Social Sciences**

The evaluator of the College of Social Sciences spent his entire energies investigating and reporting what he perceived as a lack of free inquiry at Brigham Young University. He made no evaluation of the curriculum of the college; number, demeanor, or quality of the students; or the competence of the faculty. The result was that his evaluation was the least helpful of all the reviews made. Expressing his impression of the school based on this narrow review, he said, “It is essential that unrestricted freedom of inquiry exist and be actively encouraged at all levels of the institutional organization. Since this goes to the heart of what constitutes a great university, it is basic to this report to find that *such freedom does not exist at Brigham Young University.*”

To support his contention, the observer cited the high



percentage of LDS professors in the College of Social Sciences and the unusual percentage that had one or more degrees from BYU. He was seriously concerned over the "limitations of objectivity of inquiry." To support this thesis, he cited eight examples. First, in the field of agricultural economics, he claimed price support and control policies of the federal government could not be objectively taught. Second, a teacher complained that any faculty member who actively taught Keynesian economic principles was considered suspect by the administration. Third, restrictions were being placed on what could and could not be taught about various political philosophies in general and socialism and communism in particular. Fourth, the observer worried about the LDS Church's Negro policy and the implications it had on the study of sociology. Fifth, members of the History Department faculty "volunteered the observation that they were free to investigate any subject matter at the graduate level, *'except possibly those areas concerned with current social questions and areas of church history'* (a direct quote)." Sixth, the evaluator said that the supervision of campus speakers precluded hearing both sides of any current social, political, or economic question since the administration controlled what should be given a hearing and who should be invited to speak. Seventh, "The President of the University has stated publicly his belief that Brigham Young University should become the institutional spokesman for the free enterprise philosophy in the United States." The eighth criticism was that the screening process tended to allow only those of very conservative bent to be employed within the college, thus denying competent, loyal members of the Church who subscribed to different ideas an opportunity to present them: "Under such conditions considerations of graduate level programs are untimely." The report concluded that, in addition to raising salaries and reducing teaching loads in the College of Social Sciences, the University should work to improve the relationship between the faculty of the College of Social Science and the administration.<sup>57</sup>

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57. Ibid., pp. 101-4.

### **College of Industrial and Technical Education**

Having been organized in 1965, the College of Industrial and Technical Education was too new to be analyzed in as much depth as the other colleges had been. One of the major purposes of the college, that of offering an associate degree in lieu of the four-year baccalaureate, was viewed as progressive and in keeping with national vocational needs. The mutual cooperation between the dean of the College of Industrial and Technical Education and the deans of other colleges was viewed as beneficial to technical education. The major problem facing this fledgling college seemed to be one of space. The Snell Building was adequate and utilitarian at the time of its construction, but with the increased interest and enrollment in this new area it had become too small. The faculty seemed to have good academic training and offered fine instruction in preparing students for careers in business and industry.<sup>58</sup>

### **Graduate School**

The evaluating committee found the nature, scope, and objectives of the University's graduate program to be in accord with the general idea of graduate education across the country. A total of eighty-seven percent of the graduate faculty held doctorates. This and the extensive experience of the master's degree program, organized in 1916, gave promise of a successful graduate program. The factors which "may well inhibit or delay the development of excellence in graduate work as well as a great graduate school" were student and faculty inbreeding, heavy teaching loads, shortages in equipment and library holdings, and the need for more financial assistance for students and for the graduate program in general. Teaching loads were considered somewhat heavy for the graduate faculty, the average being about twelve hours. This, the committee felt, both inhibited consistent scholarly endeavors in research and publication and prevented the application of sufficient time to graduate students' needs. Yet, if

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58. Ibid., pp. 107, 109, 111.



additional library holdings and equipment for the physical and biological sciences could be obtained, quality in graduate offerings could be made competitive. It was the observer's opinion that graduate work at the school could achieve distinction in many areas within a few years.<sup>59</sup>

## Library

It seemed to the Accreditation Committee that the library in many ways is an indicator of a university's academic standing. The committee lauded the organization of library materials in the J. Reuben Clark Library; the open stack approach, which greatly aided accessibility of materials; and the placement of library personnel on each level who took pride in their floor's efficiency and physical arrangement. The library leadership, which consisted of twenty-seven librarians trained at reputable universities across the country, was complimented for its professionalism. Even the "subprofessional" employees and the part-time student employees displayed a spirit of cooperation, dedication, and professionalism.

The committee found salaries in the library, as in the colleges, to be entirely inadequate, especially since library personnel apparently were not considered to be on the same academic and economic level as the faculty. Observers complimented the University for the high amount of library use by students and faculty. Library holdings were judged to be adequate, and in view of the recent completion of the library building and the addition of new books, the future looked promising. During the 1956 accreditation visit there were only 186,000 volumes in the library as compared to 632,390 at the time of the 1966 visit. This did not include an additional 56,806 volumes available on microfilm, microprint, and microcards. A goal of 1,000,000 volumes had been set for 1972. The observer was impressed with the desire of the library administration to fill in gaps in important academic areas.

Speaking of the library building itself, the observer said, "The library building is a beautiful, centrally located, modu-

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59. Ibid., pp. 118-20.

lar, divisional type structure. It possesses a warm, friendly atmosphere and provides adequate seating at present. Its functional pattern has been well-conceived. Both operation and service unity have been strikingly achieved. The furnishings are comfortable, well-designed, and pleasing. Study conditions are optimum. This building is undoubtedly one of the most beautiful and best planned libraries in the United States.”<sup>60</sup>

### **Conclusions and Recommendations**

After one hundred and thirty-odd pages of evaluation by the different reporters, the committee cooperatively observed that “Brigham Young University has made outstanding strides in the structuring of academic programs and physical facilities; that it is an institution with tremendous potential, on the verge of becoming a truly great institution; but that it does not, at the present time, achieve its stated objectives.” The committee then recommended that if only LDS faculty were to be hired at BYU, students should at least receive exposure to other professors not of the Mormon faith through the use of visiting professors from other institutions. In the same vein, greater attempts should be made to increase the level of non-LDS enrollment to insure greater breadth in student relationships and to offer students the advantage of different viewpoints. Faculty teaching loads needed reduction if the quality of undergraduate instruction were to be maintained and the level of graduate teaching were to be elevated. The committee also concluded that BYU needed to raise faculty salaries and increase the availability of financial assistance to students.

### **Response to Accreditation Report**

The report of the Accreditation Committee was characterized as “tentative” and was sent to BYU by the chairman of the commission, Dr. Laurence E. Gale, for comments. In

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60. Ibid., p. 132.



response to this invitation, President Wilkinson prepared a memorandum entitled "Recommended Corrections to the Fourteen Separate Sections of the Tentative Report of the Visitation Committee Appointed by the Higher Commission for Brigham Young University" and sent it to Dr. Gale.<sup>61</sup> President Wilkinson took sharp exception to some of the facts asserted in the accreditation report.

As to the accusations concerning salary and teaching loads, Wilkinson insisted that the tone of the recurring comments in the report gave the impression that salaries were scandalously low and that heavy teaching loads were "encouraged." Neither was actually true as salaries were on the increase and were only slightly lower than recent American Association of University Professors reports on salaries for church universities, and attempts were being made to lower faculty teaching loads rather than increase them. Moreover, the quality of instruction could not be equated with high salaries or BYU would never have gained its reputation for superior teaching.

Wilkinson said the committee's discussion of the problem of faculty representation in University decisions was somewhat misleading. It was a fact that the Board of Trustees approved all decisions and that authority to operate the school was delegated to the school's president, not to its faculty. But this did not preclude faculty input. Admittedly, the policy of government was different at BYU than at many universities, but this did not mean that the quality of education suffered. In response to the conclusion of the committee that "freedom of inquiry" did not exist at the University, Wilkinson urged that this conclusion appeared to be based largely on interviews with those in the College of Social Sciences who had academic axes to grind, some of whom had criticized either the advice of the First Presidency in favor of right to work laws or the advice of President David O. McKay of the Board of Trustees that, while all economic and political theories should be taught at BYU, there should be no advocacy of socialism. The allega-

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61. Wilkinson to Gale, 29 September 1966, Wilkinson Presidential Papers.

tion that inbreeding within the college interfered with freedom of speech was answered by the fact that only 1.5 percent of the faculty had their terminal degrees from BYU.

The alleged control over what could be taught in agricultural economics was immediately investigated and found to be untrue. Keynesian theories of economics had been condemned by both the president of the school and the president of the Board of Trustees, but Keynesian economics was taught at BYU, and the teachers of it were not discriminated against. Wilkinson investigated the claim that "a teacher complained that any faculty member who actively taught Keynesian economic principles was considered suspect by the Administration." He replied that the single view of one teacher was a rather poor foundation for such a claim and that Keynesian economic principles were in fact being taught by a number of teachers and no disciplinary action had ever been taken against them. He also replied to the charge that restrictions were being placed on what could and could not be taught about various political philosophies in general and socialism and communism in particular. He pointed out that there were no limitations on teaching about these philosophies, but there were cautions about advocating them. These cautions, which characterized the views of the trustees of BYU from the beginning, were later stated in a letter to President Wilkinson from President David O. McKay, dated 27 February 1968. In part, the letter said,

I cannot help but think that there is a direct relationship between the present evil trends . . . and the very marked tendency of the people of our country to pass on to the state the responsibility for their moral and economic welfare. This trend to a welfare state in which people look to and worship government more than their God is certain to sap the individual ambitions and moral fiber of our youth unless they are warned and rewarned of the consequences. History, of course, is replete with the downfall of nations who, instead of assuming their own responsibility for their religious and economic welfare, mistakenly attempted to shift their individual responsibility to the government.



I am aware that a university has the responsibility of acquainting its students with the theories and doctrines which are prevalent in various disciplines, but I hope that no one on the faculty of Brigham Young University will advocate positions which cannot be harmonized with the views of every prophet of the Church, from the Prophet Joseph Smith on down, concerning our belief that we should be strong and self-reliant individuals, not dependent upon the largess or benefactions of government. None of the doctrines of our Church gives any sanction of the concept of a socialistic state.

It is a part of our "Mormon" theology that the Constitution of the United States was divinely inspired; that our Republic came into existence through wise men raised up for that very purpose. We believe it is the duty of the members of the Church to see that this Republic is not subverted either by any sudden or constant erosion of those principles which gave this Nation its birth.

In these days when there is a special trend among certain groups, including members of faculties of universities, to challenge the principles upon which our country has been founded and the philosophy of our Founding Fathers, I hope that Brigham Young University will stand as a bulwark in support of the principles of government as vouchsafed to us by our Constitutional Fathers.<sup>62</sup>

The concern of the observer over the Church's Negro policy and the implications it had on the study of sociology was answered by the fact that that was a policy of the Church, that there was no discrimination at the University, and that no other educational institution had been reprimanded because of a theological belief of its founding Church. The president forthrightly denied that graduate students were discouraged from investigating current social questions and areas of Church history. As to the selection of speakers, the administration had appointed a faculty committee to recommend speakers. Since only a limited number of speakers could be heard by the entire student body, those were selected whose

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62. McKay to Wilkinson, 27 February 1968, Wilkson Presidential Papers. See appendices to volume 4 for a complete copy of this letter.



John T. Bernhard, assistant to  
President Wilkinson during the 1960s.



outstanding reputations were in harmony with the standards of the University. It was also true that those individuals on the speaking circuit who advocated the overthrow of the government and those who denied a belief in the Divine Creator were not judged by the administration or the Board of Trustees as acceptable for addresses to the entire student body — this right was reserved by the University, and it was felt that no explanation needed to be given in excluding such participants from BYU forum addresses. Teachers were responsible for selecting speakers in their own classes.

As to the president's public statement that BYU should become the institutional spokesman for the free enterprise system in the United States, Wilkinson wrote, "If, as the Visiting Committee persistently urges, . . . faculty members should have freedom of speech, how can it be denied the President? . . . The position of the President as an 'independent' Jeffersonian Republican is based on his deep conviction that there ought to be more and not less freedom — a cherished thesis of the accreditation committee. One of the main postulates of The Church of Jesus Christ of Latter-day Saints is that man should have his 'free agency.' " The charge of special treatment for prospective faculty members was also refuted. That the president did not single out those having his political and social views for appointment was evidenced by the fact that during the previous years only eighteen of the thirty-five new faculty members in the College of Social Sciences were interviewed by the president of the school.

Although the response of President Wilkinson to the tentative report was invited by the chairman of the commission, no answer of any kind was received to the president's "Recommended Corrections."

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## More Tabernacles of Learning

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### **Leaders in Charge of Campus Growth**

While President Wilkinson personally supervised campus development, he was assisted by an able corps of administrators. Sam F. Brewster, director of physical plant, and his associates earned a fine reputation for their excellent work in campus planning, construction, and maintenance. Brewster spoke at many national and regional meetings of physical plant directors because the campus at BYU was regarded by many as a model of university planning. Murray G. Ross, president of the newly founded but rapidly growing York University in Toronto, Ontario, Canada, wrote President Wilkinson in 1965,

We very much need a consultant who could spend a few days with us, reviewing our programme, and suggesting modifications which might be made. We have explored widely the persons who might serve appropriately as our consultant and from every quarter we have been told that Mr. Sam Brewster of your University is by far the best man available. . . . May I congratulate you on having the services of Mr. Brewster and on the outstanding de-

velopments in your own University. I have heard much of your achievements.<sup>1</sup>

Brewster was awarded an honorary doctorate by BYU in spring commencement 1970 for his role in building the Physical Plant.<sup>2</sup>

Fred Markham, school architect, was also prominent in the development of the BYU campus. In a faculty meeting of 16 November 1967, Wilkinson was asked whether a "current master plan" was being used. He replied that the master plan prepared by Markham in 1953 had been basically followed through the years. Wilkinson then explained that, while Markham had not been architect for all of the buildings on campus, no new building had been planned without his approval so that it would fit into the master plan.<sup>3</sup> Markham was a home-town boy who graduated from BYU in 1923 with honors in mathematics. A leader in student body affairs, he later went to Massachusetts Institute of Technology to study architecture. He failed to graduate, however, because he did not satisfy the requirement in foreign languages, which he felt was unnecessary for an architect. Nevertheless, he did some tutoring at that institution. He then returned to Provo to practice, where he established a national reputation, receiving appointments to the National Council of Architectural Registration Boards and the National Architectural Accrediting Board for the Collegiate Schools of Architecture. During his years on these boards, he served terms as president of both organizations. He also served as chairman of the committee that rewrote the constitution of the National Architectural Accrediting Board. In these capacities, he served on the accreditation committee that evaluated his alma mater, Massachusetts Institute of Technology. He also served on the accreditation committees for the University of Southern California, Texas A & M, Texas Tech, the University of California, Arizona State University, the University of

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1. Ross to Wilkinson, 8 November 1965, Wilkinson Presidential Papers.
  2. Wilkinson to Brewster, 23 April 1970, Wilkinson Presidential Papers.
  3. BYU Faculty Meeting Minutes, 16 November 1967.



Arizona, and others. From 1949 to 1954 he was a member of the National Commission for Architectural Education and Registration. This commission made a thorough review of the entire architectural profession and published a two-volume report called *The Architect at the Mid-Century*.

The BYU landscape became ever more beautiful between 1965 and 1971. Some of BYU's largest and most expensive buildings were completed during these years to meet the specific needs of physical education, the life sciences, mathematics, and other departments. All of the buildings constructed during the Wilkinson Administration were designed to provide a pleasing uniformity of architecture throughout the campus. The exterior consisted of buff brick masonry panels set in exposed white structural columns and beams, with relieving areas of cast stone. The interior walls consisted of structural glazed tile, ceramic tile, and painted concrete blocks.

### **Stephen L Richards Physical Education Building**

For many years Brigham Young University fostered a correlated program of physical and health education, recreation and youth leadership, physical rehabilitation, intramural sports, and intercollegiate athletics. The rapid growth of the student body and the mounting interest in physical education led to severe shortages of teaching space and facilities, particularly in the Department of Women's Physical Education. Swimming facilities had never been available on campus. The need for larger and more adequate physical education facilities was recognized by the Board, and authorization was granted in 1963 for the preparation of plans for a new physical education facility.

Before construction started, Fred Markham, Milton Hartvigsen, Edwin R. Kimball, Leona Holbrook, Sam Brewster, and Ephraim Hatch visited eight campuses across America to study new buildings similar to the one anticipated for BYU. This technique of visiting other schools and their buildings has been used for almost every important new building on campus. Construction began on 11 December 1963. Mark B.



Stephen L Richards Physical Education Building, named in honor of the former counselor to President David O. McKay.



Garff, Ryberg, and Garff Construction Company and Okland Construction Company combined as general contractors. Some twenty-two months later, the large utilitarian structure stood completed on the site of the old football stadium north of the Smith Fieldhouse.<sup>4</sup>

The building is 620 feet long and 280 feet wide with a total of 237,154 square feet of floor space, making it one of the largest facilities of its kind in America. It includes three swimming pools, two large gymnasiums, two small gymnasiums, two dance studios, and offices for faculty members, department heads, directors of intramural activities, and the dean of the College of Physical Education. There are seven large classrooms, a Human Performance Research Center, an adaptive physical education room, youth leadership training rooms, driver training facilities, and a laundry. The three swimming pools are housed in one large room with a balcony on two sides which will seat 1,100 spectators. One pool is designed for beginning swimmers, one is an Olympic-size pool for intercollegiate competition, and one is for diving. The three pools combined hold 528,000 gallons of filtered water. Six underwater observation windows allow teachers and coaches to watch the swimmers and divers below the surface. There is also provision for TV monitoring from these windows.

The building was named after Stephen L Richards, formerly a member of the First Presidency, who was an unflagging exponent of physical education and of model sportsmanship.

### **Jesse Knight Building Annex**

To meet the needs of the College of Business as well as the mounting demand for additional class space, the Jesse Knight Building was constructed in 1960. Corridors and other features in the original building were arranged to facilitate expansion when more space was needed. Construction on an

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4. Ephraim Hatch and Karl Miller, "A History of the BYU Campus and the Department of Physical Plant," 7:1:64.

annex commenced in October 1966 and was completed in September 1967. The addition ran west from the northwest side of the original building to form an L-shaped structure. The trilevel annex, including a subterranean floor, contained a total of 45,962 square feet of floor space, consisting of twenty-five new classrooms, two large lecture halls of 250-seat capacity, another lecture hall for 125, a baptismal font, seventy-six faculty offices, and numerous miscellaneous rooms.

With the completion of the annex in time for the 1967-68 academic year, the Jesse Knight Building had increased in size from 78,000 square feet to 124,000 square feet of floor space.<sup>5</sup> The annex is used primarily for the College of Humanities, specifically the English Department, which has the largest number of faculty members of any department on campus.

### **Indoor Tennis Courts**

The year 1968 was one of diverse construction. On March 8, work began on a third structure designed specifically for the improvement of physical education. Located immediately south of the George Albert Smith Fieldhouse, a 29,850-square-foot Indoor Tennis Court Building was completed on October 2 of that same year. Willard C. Nelson Associates served as architect, and Kaze and Gammon was the general contractor. The structure houses four regulation-size tennis courts and additional space for folding bleachers to accommodate 1,300 spectators. With the completion of this facility, the school maintained twenty-eight tennis courts.<sup>6</sup>

### **Auxiliary Services Buildings**

Part of the expansion of the physical plant in 1968 was the addition of three buildings designed to meet the growing needs of Auxiliary Services. A spacious site north of Wyview

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5. "Y Plans New Building, Expansion of Another," *BYU Daily Universe*, 6 July 1966.
  6. *Ibid.*, 7:1:70-72. There are sixteen outdoor courts south of the Smith Fieldhouse and eight more north of the Helaman Halls complex.



Drive and west of 900 East was selected in 1967 for the complex, but construction did not actually get under way until the spring of 1968. Plans were prepared by the architectural firm of Holland, McGill, and Pasker of Salt Lake City with the construction contract going to Iverson Construction Company, also of Salt Lake City. The complex, consisting of the University Press Building, the Laundry Building, and the Auxiliary Maintenance Building, was completed in the fall of 1968. The three units, totalling 155,576 square feet of floor space, provided office space, work room, and storage facilities for auxiliary maintenance, laundry, food service, receiving, and the University Press (*see* chapter 42).<sup>7</sup>

### **Daniel Wells ROTC Building**

The BYU Air Force ROTC program began in 1951, the first year of the Wilkinson Administration. Its earliest accommodations were in some of the old barracks buildings situated on the site where the bookstore now stands. Later, facilities were consecutively moved to the Brimhall Building, the Fletcher Engineering Building ground floor, and to the bottom floor of the Howard S. McDonald Student Health Center. At least three factors contributed to the necessity of erecting a center specifically for the ROTC program. The first was the need to expand facilities of the Health Center to meet the growing medical requirements of a large student body. The second was the constant increase in enrollment in the Air Force ROTC program. The third was the addition in 1968 of an Army ROTC program which practically doubled ROTC enrollment.

Plans were prepared for the proposed building by Young and Fowler Associates of Salt Lake City for construction on a site on the southeast corner of the Ernest L. Wilkinson Center parking lot. Completed in October 1968, this relatively small structure contains 15,305 gross square feet of floor space in two stories and a basement. Paulsen Construction Company served as contractor.

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7. Ibid., 7:1:73.

In March 1969, some six months after the building was completed, it was named in honor of Daniel H. Wells, Mormon pioneer, lieutenant general of the Nauvoo Legion, civic leader, and counselor to Brigham Young in the First Presidency.<sup>8</sup>

### **John A. Widtsoe Life Sciences Laboratory and Thomas L. Martin Classroom Building**

By the mid 1960s the longstanding need for additional laboratory space and more lecture rooms for the College of Biological and Agricultural Sciences had become acute. Botany, zoology, and agronomy courses require physical demonstrations, experiments, and many other teaching aids. Laboratory and class space in the Brimhall Building was much too limited to accommodate the mushrooming enrollment in these areas. Many people had been active in calling for a larger building, but few were as persistent as Dean Rudger H. Walker in urging the administration to undertake this expansion.

During the 1966-67 academic year the Board of Trustees seriously considered the need for more life sciences facilities. Original plans called for a huge building of almost 340,000 square feet of floor space, substantially larger than either the Harris Fine Arts Center or the Ernest L. Wilkinson Center. Such a building would have been a combination of both laboratories and classrooms and would have cost what was considered an excessive amount. As a result, plans were revised to provide for a structure with approximately 200,000 square feet of floor space.

With approval from the Board of Trustees, architects went forward with their plans. However, because of the rapidly multiplying number of student wards and the necessity for many of these wards to pay rent for off-campus accommodations, presidents of the six BYU stakes wrote the First Presi-

8. "ROTC Building Named; Formal Ball Caps Week," *BYU Daily Universe*, 21 March 1969.

9. BYU Board Minutes, 2 November 1966.





John A. Widtsoe Life Sciences  
Laboratory (left) and Thomas L. Martin  
Classroom Building (right).

dency recommending that the building contain enough space to accommodate eight wards rather than the four wards originally contemplated. In effect, they were suggesting that more classrooms be added to the proposed structure.<sup>10</sup> Largely because of these recommendations, it was decided to divide the laboratory facilities from the classroom building. Plans for both buildings were drawn up by Central Utah Architects, which included the local firms of Markham, Nelson, and Dixon. Tolboe Construction Company of Salt Lake City was chosen general contractor for the complex, and construction began on both buildings on 10 July 1968.

The classroom building, named after Thomas L. Martin, who served as dean of the College of Applied Science from 1937 to 1951, was completed the following summer. This handsome three-level building (one below and two above ground) featured four large lecture halls with seating for 254 students in each, four halls big enough for ninety students each, five with seventy-five-student capacity, three with sixty, and eight with forty so that during any given hour a total of 2,251 students could be seated in the building. Because of this large capacity, other colleges besides the College of Agricultural and Biological Sciences were able to schedule classes in the facility. The 40,468-square-foot structure was erected immediately north of the Life Sciences Laboratory. One unique feature of the Martin Classroom Building is its lack of windows so as to accommodate superior slide and movie projection, a major part of class instruction in the life sciences. Eight branches of a BYU stake use facilities in the Martin Building. In conformity with the overall architectural plans for the University, white panels of cast stone dominate the exterior of the building. The upper level overhangs the ground level on all sides, providing a wide sheltered walkway to the entrances. The building is connected by corridors with the adjacent laboratory facility.

Containing 183,914 square feet of floor space, the John A. Widtsoe Life Sciences Laboratory Building is a much larger,

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10. Diary of David O. McKay, 6 January 1967.



more diversified structure than its classroom counterpart. Planned and constructed by the same firms that worked on the Martin Building, the Widtsoe Building took two years to complete and was finished in the summer of 1970. It is constructed as a nine-floor tower with two levels underground and seven above ground. Most of the floors are interspersed with faculty offices and with modern life sciences laboratories. There are large fresh and salt water aquaria, an electron microscope, housing for experimental laboratory plant and animal life, an incinerator to dispose of used laboratory materials, and a multitude of other modern conveniences.

The cost of these two buildings was comparable to the cost of the Harris Fine Arts Center. The laboratory building was named after John A. Widtsoe, Mormon apostle and leading scientist in agriculture and soil chemistry. Not only was he a great scientist, but he gave the University his unflagging support as a teacher in the early 1900s, as president of both Utah State Agricultural College and the University of Utah at different times between 1907 and 1921, as LDS commissioner of education from 1921 to 1924, and during his time as a member of the BYU Board of Trustees from 1939 until his death in 1952.

### **James E. Talmage Math-Computer Building**

Another structure built primarily for the sciences was named after James E. Talmage, a former teacher at Brigham Young Academy, a scientist, theological writer, president of both LDS College and the University of Utah, and a Mormon apostle. Student enrollment in computer science courses increased more than 1,000 percent between 1963 and 1968, twenty times faster than the enrollment growth of the University as a whole. Computer use reached into almost every department and every discipline. In addition, International Business Machines Company (IBM) selected BYU as one of the four schools in the Western Region with which to work in recruiting students for key positions in the company. IBM contributed considerable computer machinery and materials to the school to further the University's computer offerings.



James E. Talmage Math-Computer Building, completed in 1971 and named in honor of the prominent LDS scientist and religious leader.



Since mathematics and computer science share so much in common, it was envisioned that one facility could meet the needs of both disciplines. In 1968 the Mathematics Department was the fourth largest department on campus, serving more than 11,000 students annually, offering 185 classes which were held in seventeen different buildings. The department desperately needed more faculty office space. Aware of the needs of both departments and the advantages of having both housed under the same roof, the administration began requesting money for a math-computer facility as early as the fall of 1966.<sup>11</sup>

Approval for construction was not given by the Board of Trustees until 9 January 1969. There had been some concern that a separate computer operation in Provo might duplicate the LDS Church's computer facilities in Salt Lake City, but the administration was able to demonstrate the University's need for an independent operation. One of the decisive reasons was that campus-based computers were needed for new academic offerings. However, a limited budget resulting from expensive construction projects contributed to repeated postponements of construction.<sup>12</sup> The site chosen for the new center was west of the library, between the Jesse Knight Building and the Smith Family Living Center. It was designed to be the western terminal of the east-west axis of campus.<sup>13</sup> For this reason, an attractive fountain was later constructed at the building's east side. As with the Martin Building, the Central Utah architectural firm composed of Fred Markham, John Markham, and Dixon Markham (partners) and Willard Nelson and Bruce Dixon as principals, drew up the plans. The construction contract with Okland Construction Company was negotiated on 11 February 1970, and the project was completed one year later on 28 January 1971.

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11. Ben Lewis, "Justification for a New Computer/Mathematics Building on the BYU Campus," 26 October 1968, Wilkinson Presidential Papers.

12. BYU Board Minutes, 9 January 1969.

13. The J. Reuben Clark Law Building is now at the eastern end of this axis.

Designed in unusual one-, two-, and three-story levels, the finished structure included a relatively small 63,512 gross square feet of floor space. The building provided one hundred faculty offices, thirty classrooms, and the computer center. The computer center of approximately 14,000 square feet of floor space (including 4,000 square feet for the computer alone) was isolated from the remainder of the building to permit climate control and continuous operation. The computer can be used from diverse locations by means of a complicated cabling system of thirty-six lines spread throughout the campus.<sup>14</sup>

### **Marriott Activities Center**

At the time of its construction, the Marriott Activities Center on the northern edge of the BYU campus was the largest university activities center of its kind in the United States. The need for such a facility became more pressing as the school grew during the Wilkinson years. After its completion in 1951, the George Albert Smith Fieldhouse was the only facility in which indoor intercollegiate athletic contests, forums, devotionals, and special programs could be held. The largest single use of the fieldhouse occurred during basketball season, at which time the demand for seating greatly outstripped the supply. Through the years the school gained a national reputation in collegiate basketball, and Utah County developed something of a basketball culture. As a result, 6,000 of the 10,000 seats in the fieldhouse had to be sold to the public to help finance the athletic program, leaving only 4,000 seats for an ever growing number of students. As enrollment grew, only a small portion of the student body could be accommodated at any one basketball game. Since the athletic program was being paid for almost entirely by student building fees, contributions, and box office receipts at games, it was patently unfair to exclude so many students.<sup>15</sup> There was

14. Hatch and Miller, "A History of the BYU Campus," 7:1:84. *See also* "Computer-Math Building to Be Opened for Use," *BYU Daily Universe*, 6 January 1971.

15. Ernest L. Wilkinson, "Memorandum in Justification of Action of



nowhere near enough room to seat the entire student body in the Smith Fieldhouse for either student body assemblies or concerts.

As early as December 1965, when cumulative daytime enrollment reached the 21,000 level, plans were being made to increase the seating capacity of the fieldhouse. That month, Fred Markham presented a plan that would have increased the capacity of the fieldhouse by 8,460 seats. Nonetheless, aware of the structural problems involved, he strongly recommended the construction of a new building with seating accommodations for more than 24,000 people.<sup>16</sup> Markham's suggestion was sound, but it was also a little premature. Not until buildings that were already under construction could be completed was it deemed wise to begin a campaign to construct a new activities center. Furthermore, since the facility would be primarily used for intercollegiate athletics and other public functions, no tithing money could be used for its construction, and funds would have to be raised from the public, the student building fund, and other private contributions, as had been the case with the football stadium.

In 1967, President Wilkinson obtained approval for the construction of a new sports arena to be situated immediately west of the football stadium.<sup>17</sup> Seven months later, upon the strong recommendation of Dr. Edwin (Eddie) Kimball, the location was changed to a more centrally located and accessible site north of the Administration Building. On further study, the University decided to construct an activities center rather than a sports arena so that the building could be used for devotionals, forum assemblies, and large concerts, as well as basketball.<sup>18</sup> Construction was delayed until the stadium was largely paid for and the fund drive to help raise money for the Provo Temple was over.<sup>19</sup>

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Board of Trustees in Authorizing a Student Activity Center for Approximately 20,000 Students." 9 September 1968. Wilkinson Presidential Papers.

16. Administrative Council Meeting Minutes, 20 December 1965.

17. BYU Board Minutes, 1 November 1967.

18. Ibid., 4 September 1968.

19. Provo Temple groundbreaking ceremonies were held on 13 Sep-



J. Willard Marriott Activities Center,  
dedicated in 1973 and named in honor  
of the prominent LDS businessman  
who helped finance its construction.



In the meantime, the school engaged Robert A. Fowler and Associates, who had designed the new athletic center at the University of Utah, to draw up the plans. Fowler and three others studied some of the best basketball arenas in the country in order to avoid others' mistakes, economize in cost, and obtain the maximum seating capacity in the minimum space. For a short time, there was some debate over the size of the building. Those who argued for more seating won out because of basketball popularity, anticipated school enrollment growth, and the increasing population of both Provo and Orem.<sup>20</sup>

Tolboe Construction Company received the contract, and construction began on 12 December 1969. The building itself was practically completed by the end of Wilkinson's Administration in August 1971. Continued internal improvements were carried on under President Oaks until September 1972. This unique building measures 384 feet by 344 feet and is larger than two football fields placed side by side. Seating includes 10,092 chair seats, 12,590 bleacher seats, and 372 other spaces, for a combined seating of 23,054. The building contains 274,456 square feet of floor space on several levels under three acres of roof. The inside volume is approximately eight million cubic feet. Were a building erected on the basketball floor, it could rise ten stories before reaching the roof. The playing floor is located thirty-five feet below the outside grade. A continuous concourse encircles the building with twenty-two portals into the arena area.

The roof, called a space frame, is unique in that it consists of one large steel truss instead of several trusses placed side by side. It was constructed on the ground level and then raised thirty-five feet into place on top of thirty-eight steel columns. This is the largest roof structure ever erected and lifted by this method. The steel in the space frame, weighing more than 2.5

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tember 1969. This building, used by Latter-day Saints for the most sacred of religious purposes, was completed and dedicated on 9 February 1972.

20. Milton F. Hartvigsen to Ernest L. Wilkinson, 26 January 1969, Wilkinson Presidential Papers.

million pounds, was fabricated by Mountain States Steel Company of Orem. After the steel space frame was in place, the soil was removed down to the playing floor level.

The center is fully air conditioned, and the air is electronically filtered. The public address system was designed by Dr. C. P. Boner, famous for his achievement in designing the sound system for the Houston Astrodome. A circular scoreboard is suspended over the playing floor with a cluster of loud speakers underneath. The sound system is capable of producing 3,000 watts of audio power.

The outside of the building, in conformity with other buildings on campus, is of golden buff brick. The brick is patterned, and the four corners of the building are rounded to visually soften the size of the structure. To the north and east are parking facilities large enough for 3,000 cars. To the south are two pedestrian ramps permitting access from campus without crossing vehicular traffic.<sup>21</sup>

The activities center has been financed primarily through gate receipts, student building fees, public contributions, and internal loans from BYU funds to be gradually repaid from box office receipts. J. Willard Marriott, for whom the building was named, made a substantial donation of Marriott Corporation stock which helped to make the construction of this magnificent structure possible. Ben E. Lewis, who had been vice-president and treasurer of the Marriott Corporation, handled the transaction. Mr. Marriott had been a member of the Washington, D.C., Stake Presidency with Ernest L. Wilkinson, and in 1949 he became stake president.

The total cost, including furnishings and landscaping, made this by far the most expensive single construction project on campus. None of the money to pay for the building came from the tithing funds of the Church. Commenting on the use of the building, President Dallin H. Oaks said at the dedicatory services on 4 February 1973,

On the basis of our first year's experience I estimate that approximately 700,000 people will use this building each

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21. Hatch and Miller, "A History of the BYU Campus," 7:1:93:99.



year. Only a little over a third of these — about 260,000 — will come here for basketball. The largest single use, about 330,000 per year, will be to hear the instructions of the servants of the Lord in devotional assemblies, firesides, and Priesthood closed circuit telecasts. Over 100,000 will come here for other uses, including forum assemblies and musical programs.<sup>22</sup>

As of 1976 the Marriott Center still had the largest seating capacity for a building of its kind and purpose on any campus in the nation.

### **Joseph K. Nicholes Chemical Stores Building**

A building was erected in 1971 for the specific purpose of housing and dispensing all chemical supplies for the various departments on campus. For years, crowded and unsafe conditions had existed for chemical storage in the Eyring Science Center and a temporary building nearby. The new 20,835-square-foot facility, named after Joseph K. Nicholes, chemistry teacher and kindly student adviser on campus from 1935 until his death in 1964, could accommodate 15,000 items on two floors. Numerous safety features are built into the structure, including air conditioning, special cooling and exhaust systems, plumbing and drain lines of pyrex glass, eye-wash fountains, showers, and spark-free blowers.

### **Engineering Building**

On the eve of Wilkinson's retirement from the presidency, construction began on a new engineering building directly east of the Martin Classroom Building. This was the last building construction begun in the Wilkinson era. As early as February 1958, Dean Armin J. Hill of the College of Physical and Engineering Sciences began a campaign for new facilities. Administrative offices, classroom space, drafting rooms, research areas, and shop facilities were needed.<sup>23</sup> Eleven years

22. "Welcoming Remarks by President Dallin H. Oaks," 4 February 1973 (Marriott Center Dedication), Dallin H. Oaks's personal records.

23. Hill to Wilkinson, 12 February 1958, Wilkinson Presidential Papers.



Engineering Sciences and Technology  
Building, begun in 1971 during the  
Wilkinson Administration and completed  
in 1973 during the Oaks Administration.



passed before any action was taken on the proposal, primarily due to a lack of consensus among Board members as to the scope and place of BYU's engineering program. When authorization was ultimately given in September 1969 for a new engineering laboratory building, the plans were similar to Dean Hill's early recommendations.<sup>24</sup>

Construction began early in the spring of 1971. Once again, Central Utah Architects were given planning responsibilities. Hogan and Tingey Construction Company of Salt Lake City was chosen as contractor. Various old barracks buildings had to be torn down to accommodate the new structure. Completed on 1 September 1973 during the Oaks Administration, the engineering laboratory building contains 167,000 square feet spread over five floors, two of which are underground. It houses eighty offices, seventeen lecture rooms with seating for 895, twenty-seven chemical engineering laboratories, twenty-two civil engineering laboratories, thirty-five electrical engineering laboratories, and twenty-six mechanical engineering laboratories, as well as twenty-six engineering analysis center laboratories (computers) and ten other interdepartmental laboratories. The front is characterized by an open area, and the lecture complex overhangs the first level, making the building similar in design to the Martin Building. The Engineering Building, the James E. Talmage Math-Computer Building, and the Nicholes Chemistry Storage Building were all dedicated by Elder Delbert L. Stapley on 19 February 1974.

### **Miscellaneous Construction**

Conspicuously absent from this third period of construction under the Wilkinson presidency was large student housing development. The only new housing provided was Wyview Park, completed in 1971 and consisting of 150 mobile home units set up on a tract of land between University Avenue and Second West from 1800 North to 2230 North. This married student project includes various sizes of mobile

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24. BYU Board Minutes, 4 September 1969.

homes, complete with a central building of 5,514 square feet for laundry facilities and offices (*see* appendices to volume 4 for a diagram of campus in 1975).

### **Campus Grounds**

The main campus consists of 550 acres of land, on which are located ten miles of roads, twenty-two miles of sidewalks, and 150 acres in parking lots with stalls for 12,124 cars, motor bikes, and bicycles.<sup>25</sup> In addition to the main academic and nonacademic buildings, facilities include such diversified items as restroom buildings, a physical plant stockade, various houses, outdoor tennis courts, two baseball diamonds, soccer and football fields, a pedestrian underpass and stairway to the fieldhouse, two viaducts to the Marriott Center, Helaman Halls and Deseret Towers swimming pools, rodeo facilities, and road and parking lot construction. With the campus's 200 acres of green lawns and 120 acres of shrubs, along with harmonious buildings and the Wasatch Mountains to the east, many visitors proclaim it to be one of the most beautiful campuses in America.

### **BYU Underground Facilities**

A large network of underground facilities provides utilities and related necessities for campus. The network contains 320 miles of pipe for the sprinkling system, another sixteen miles for culinary water distribution, and still another three and one-fourth miles to provide chilled water for the cooling of major campus buildings. There are also one and one-fourth miles of walk-through utility tunnels, seventeen miles of underground storm drain pipings which are connected with several hundred catch basins to roof drains, twelve miles of sanitary sewer piping, and eight miles of gas piping to selected buildings for the use of academic laboratories.

Other facilities include seven miles of high voltage electrical distribution lines with communications and alarm lines in

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25. Ephraim Hatch to Ernest L. Wilkinson, 2 July 1975, Wilkinson Presidential Papers.



them, six miles of single conduit for electrical power distribution to buildings and facilities, and ten miles of electrical conduit for campus area lighting. To supply proper telephone service there are approximately seven miles of telephone cable in tunnels and banks, four and one-half miles of direct buried telephone cables, and by 1975 the telephone company maintained 2,100 pairs of cables on campus. For audio-visual purposes, an audio cable distribution system connects all major buildings on campus to a central system for the recording and distribution of audio materials, and twelve channels of closed-circuit television are distributed to classroom buildings and residence halls.

### **Aspen Grove Family Camp**

Along with the large central campus, the University maintains several other facilities. Aspen Grove Family Camp, situated high up the north fork of Provo Canyon, began in the early 1920s during the Harris Administration. For years it served as a summer school outdoor facility for the study of natural sciences. Although the first summer school was conducted in 1922, it was not until 1924 that a dining hall, kitchen, and three housing units were built. Through the years, more buildings were added, and gradually more land was purchased from the original landowners, the North Fork Investment Company, which was composed primarily of the John R. Stewart family of Provo. The summer school was suspended during World War II because of gasoline shortage. The facilities were improved and enlarged for use as a family summer camp by the Alumni Association during the Wilkinson Administration.

### **Timp Lodge**

In 1928, ten acres of land in the north fork of Provo Canyon were purchased by a private group for the purpose of operating a girls' canyon home. The camp was successfully operated for more than thirty years, but in 1970 it was relocated on a site east of Fairview, Utah. BYU purchased the Provo Canyon



Aspen Grove Family Camp in the  
North Fork of Provo Canyon. The  
camp is operated by the BYU Alumni  
Association.





Ernest L. Wilkinson and Raymond Sundquist, superintendent of Geneva Works, signing papers for the donation of the Ironton plant site to BYU.

property in 1971 and made improvements on the major Timp Lodge and surrounding land. It now serves as a retreat for meetings and socials of various campus groups.

### **Ironton Plant Site**

In 1968, under the direction of President Wilkinson, David B. Haight, assistant to the president and then head of University Development (now a member of the Council of the Twelve), approached United States Steel Corporation with the suggestion that it donate the old Ironton plant site between Provo and Springville, which had been practically abandoned by U.S. Steel, to BYU to be developed into an industrial park. Haight, while mayor of Palo Alto, California, had been involved in developing and bringing business to the Stanford Industrial Park.<sup>26</sup> He thus envisioned a University-oriented industrial park for BYU similar to those developed by some other schools.

Haight was successful in this endeavor, and in September 1968, U.S. Steel generously gave BYU the 386 acres of what formerly had been its Ironton plant. In 1969 the City of Springville agreed to donate an adjacent 375 acres to the school on the condition that the school would develop a research park. With the assistance of outside experts, a University committee consisting of Sam Brewster, Clyde Sandgren, Ben Lewis, and Don Nelson made a careful study of the cost of construction of an industrial park. The committee found that because of a high water table, limited soil-bearing capacity, and other serious construction problems, the cost of building an industrial park by the University would be excessive. The University therefore returned to Springville the 375 acres of land and in 1976 sold the property to the Billings Energy Research Corporation. As of this writing, the Billings firm is in the process of producing a master plan for the property to bring it into productive use. It anticipates using a small portion of the property as a research park, with the larger remain-

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26. "Springville, Provo at Odds over BYU Site," *BYU Daily Universe*, 25 September 1969.



ing part to be used for industrial development. The arrangement between the University and the new owners of the property has advantages for each. The latter will be able to use on a part-time basis the highly qualified members of the BYU faculty in a number of projects in which they plan to engage. The University, on the other hand, will have an opportunity for faculty members and students to use the facility to broaden their work experience base.

### **Lower Campus**

With the closing of the laboratory schools in May 1967, the Education Building, the Arts Building, the Training School Building, and College Hall on lower campus were used for such diverse operations as the BYU Educational Information and Guidance Center (a counseling service designed to assist students in choosing academic majors and careers), the South Utah Agency for the Church Indian Student Placement Program (headquartered in Salt Lake City), an office and training facility for the Department of Seminaries and Institutes of Religion, classes for the mentally retarded as sponsored by the Institute of Special Education and run jointly by BYU and Provo City schools, offices and museum laboratories for the BYU New World Archeological Foundation, art classes, and many other activities.<sup>27</sup> In 1975, the University announced the sale of lower campus to commercial interests for the development of a shopping center.

### **Utilities**

In 1962 a central heating plant was constructed with one steam boiler and three high-temperature boilers capable of producing 190 BTUs per hour. In 1966, three additional high-temperature water boilers were added to the plant, practically doubling the heating capacity so as to provide heat and air conditioning for the expanding campus. In 1970 a 9,373-square-foot building was constructed northwest of and

27. "Lower Campus Converts to Multipurpose Center," *BYU Daily Universe*, 7 November 1968.

adjacent to the central heating plant to accommodate the installation of water chiller units to air condition campus buildings. It was designed to accommodate two 1,600-ton absorption-type chiller units. At the time of construction, one unit was installed, and chilled water lines were run under the campus to the Marriott Center and the Talmage Math-Computer Building with provisions to connect into other major buildings at a later time. Further chiller units were planned, and by fall 1975 all structures on campus were connected to and air conditioned by one central facility.<sup>28</sup>

### **Physical Plant Organization**

In 1958 the Department of Physical Plant, headed by Sam Brewster, was divided into four areas: the planning division, administrative and business functions, maintenance and operations division, and the construction division. By 1971 these four areas had merged into the planning and construction division headed by Paul Rasmussen and the maintenance and operations division under the direction of Harold Anderson. By this time some in the department, particularly Sam Brewster, were also doing planning and consulting work for the entire Church Educational System. Wilkinson held firmly to the conviction that there was no justification for the construction of school buildings unless they were sufficiently needed and unless they would have a high degree of utilization from the beginning. He thought that unless they were almost completely filled all day, they were not needed. He was critical of many universities who were clamoring for buildings and yet did not fully utilize those already on campus. He did not think this was fair to either the taxpayers in the case of public institutions or the tithepayers in the case of BYU. The result was that, despite the large building program during the Wilkinson years, each available classroom was occupied an average of more than eighty percent of the weekday hours between 8:00 A.M. and 5:00 P.M. from fall semester 1966 to fall

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28. Hatch and Miller, "A History of the BYU Campus," 7:2:179-81.



semester 1970.<sup>29</sup> In contrast, a study made in 1962 of sixty four-year degree-granting liberal arts colleges in the North Central Region of the United States showed that there was only a forty percent possible room utilization on a forty-four hour weekly basis of classrooms and only a twenty-five percent possible room utilization on a forty-four hour weekly basis of instructional laboratories at these universities.<sup>30</sup> Ironically, the U.S. Department of Health, Education, and Welfare, which extensively publicizes the amount of federal aid to education, has made no study of the utilization of school plant facilities in colleges and universities in the United States, making it impossible to draw precise comparisons between space utilization at BYU and other institutions. But it is possible to say that space utilization at the Y has been notoriously high. In addition to other uses, most of the buildings at BYU also serve on Sunday to house religious services.

### Campus Security

Ever since 1952, BYU has maintained its own Department of Campus Security. The system was inaugurated to protect students and the campus against lawbreakers from the outside. Inasmuch as BYU was completely unpoliced at the time, it was susceptible to criminal intrusions.<sup>31</sup> The first man to direct the Security Office was Leonard E. Christensen, formerly a captain with the Los Angeles Police Department.

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29. Colonel Ed Haines to Ernest L. Wilkinson, 30 October 1973, Wilkinson Presidential Papers.

30. J. X. Jamrich and R. Weinstock, *To Build or Not to Build: A Report on the Utilization and Planning of Instructional Facilities in Small Colleges* (New York: Educational Facilities Laboratory, 1962).

31. Illustrative of this danger, the night the money vault and student academic records in the Maeser Building were to be transferred to the Abraham O. Smoot Administration Building, President Wilkinson; Lucile Spencer, who was in charge of all University academic records; BYU Security; and officers from the Provo City Police Department, acting on a tip that a burglary was intended, stayed up most of the night to prevent it. They were rewarded when the security police and the Provo police seized the burglars, who were convicted and imprisoned.

From 1952 until 1961 the Security Office worked so closely with the city of Provo that the city paid half of Christensen's salary. Not until 1960 was the Security Office transferred from the jurisdiction of the office of the dean of students to the Department of Physical Plant. Upon Christensen's retirement, Swen C. Nielsen, a Danish convert to the LDS Church, a graduate of the Los Angeles City Police Academy, and a former field investigator in the Los Angeles Police Department, was selected chief of the Security Office in 1961 upon the recommendation of Sam Brewster.<sup>32</sup> Nielsen's administration marked an era of growth and professionalism in BYU Security activities. The formal relationship with Provo City was severed, but a close working arrangement was retained. BYU security officers were granted the authority of Utah County deputy sheriffs early in 1962.<sup>33</sup> Security officials provide student protection, patrol against vandalism, and enforce parking laws. Much of the office's budget is paid from income derived from parking fees and traffic fines.<sup>34</sup> BYU Security operates its own squad cars and ambulance and has been housed in the basement of the Smoot Administration Building since 1962. Beginning in the late 1960s the University offered courses in law enforcement which have proved popular.<sup>35</sup>

In 1974, Chief Nielsen resigned to accept the position of chief of police of Provo City. He was succeeded at BYU by Robert Kelshaw, a BYU graduate who had been assistant chief since 1965. Kelshaw started working in law enforcement in the military at the age of seventeen.

### Summary of Physical Plant Development

On 1 June 1951, shortly after Wilkinson became president of BYU, the investment in physical plant at the University

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32. Brewster to Wilkinson, 2 August 1961, Wilkinson Presidential Papers.

33. "Security Head Asks Students' Help," *BYU Daily Universe*, 21 September 1961.

34. Ben E. Lewis to Ernest L. Wilkinson, 27 July 1970, Wilkinson Presidential Papers.

35. Robert K. Thomas to Ernest L. Wilkinson, 6 January 1970, Wilkinson Presidential Papers.



amounted to a little more than six million dollars. At the time of his resignation as president it amounted to more than \$125 million. The last fiscal year (1 September 1970 to 31 August 1971) of the Wilkinson era marked the largest outlay of funds for purposes of construction and maintenance in the history of the University to that time.<sup>36</sup> The wisdom of the Board of Trustees in approving this total expenditure is supported by the unparalleled growth, the increased academic prestige, and the spiritual service rendered by the University. If erected in 1975, the total construction cost of the buildings involved would be around \$220 million. By August 1971, BYU maintained a total of eighty-eight academic buildings (fifty of which were temporary), forty-one administrative units (sixteen of which were temporary), four permanent auxiliary buildings, and 216 separate housing units, including the 150 mobile homes in Wyview Park. The number of buildings (not counting five off-campus buildings used for storage) totalled 349 (eighty-five of which were temporary), providing a total of 4,036,585 gross square feet of space.<sup>37</sup> By the time the Engineering Building and Marriott Center were completed, the square footage had grown to 5,400,324.<sup>38</sup>

Wilkinson ranked the development of the physical plant as one of the lesser accomplishments of his administration. He considered it only the means to the end of taking care of the growth of the student body and providing for its intellectual and religious progress. However, the Wilkinson years will probably be remembered by many for the growth, beautifica-

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36. Hatch and Miller, "A History of the BYU Campus," 7:1:3. *See also* a report dated 3 September 1975 made by the Department of Fiscal Services, Wilkinson Presidential Papers.

37. The temporary buildings consisted of small laboratory, storage, or maintenance buildings serving until permanent ones could be built, and homes which had been acquired in the process of enlarging the campus. However, the influx of students had been so great that some temporary buildings were still used by departments for classes or faculty offices. As compared with the new permanent buildings, they were of relatively little functional or monetary value.

38. "Inventory of Buildings, BYU, Provo, Utah, as of 31 August 1971," Department of Physical Plant records.



Aerial view of BYU campus in 1971.





Fred L. Markham, the architect responsible for the planning of many of the buildings on upper campus.

tion, and utilization of the physical facilities.<sup>39</sup> While much credit is due Wilkinson, who, when convinced of the rightness and the need for a new facility, never gave up until he achieved his objective, the real credit, in Wilkinson's opinion, must go to President David O. McKay and the Board of Trustees for their vision and unwavering support in supplying the funds and their moral support for the expansion of campus. President Wilkinson told the Newcomen Society in April 1971,

It must be understood that what we have accomplished during the last twenty years would not have been possible without the vision, sacrifice, endurance, and toil of the prior administrations. . . . They deserve as much credit for our present progress as those of us who are living today. And it could never have been accomplished except for the loyal guidance and generous support of the Board of Trustees who determine the policies and have provided nearly all the funds for this institution.<sup>40</sup>

William F. Edwards, Sam Brewster, Fred Markham, and Ben Lewis were the leaders of a vast group of men and women who labored to make the BYU campus one of the most beautiful and utilitarian campuses in the nation. Most buildings on campus were the result of planning by deans and members of the faculty. Many times deans prodded the school presidency into action on building construction. There were some problems with campus development. Because of Wilkinson's im-

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39. On one occasion during the summer of 1966, Wilkinson escorted President David O. McKay and his wife on a personalized four-hour driving tour of BYU which included a drive onto the stage areas of the Harris Fine Arts Center. As the orchestra pit was raised for his benefit, President McKay exclaimed, "Now I have seen everything." Wilkinson noted in his diary, "At the end of the trip we all took President McKay to his office where he said, 'I have two things on my mind: First, I'm happy that I've supported you in what you are doing. Second, you've been very successful and made a great school of the BYU.' Later on, as I bade him goodbye, he said, 'This is one of the great days of my life' " (Diary of Ernest L. Wilkinson, 9 July 1966).

40. Ernest L. Wilkinson, "Brigham Young University: A University of Destiny," address delivered 2 April 1971 to the Newcomen Society of Provo, Utah, copy in Wilkinson Presidential Papers, p.19.



patience to get things going, the Herald R. Clark Building was built prematurely and possibly in the wrong location. The Harvey Fletcher Engineering Building was built in too much of a hurry for proper planning. It took some time and delay before the best man available for campus construction was obtained. Furthermore, not every building that has been built has met the needs of the programs and people concerned. Some have felt that in the case of the Marriott Center, for example, the school overbuilt and perhaps spent too much for too limited a facility. But the same was said of the George Albert Smith Fieldhouse when it was built. The future will see new buildings erected, additions made to supplement existing structures, improvements of the campus landscape, and a host of other developments. Sam Brewster, on the eve of his retirement in 1974, said, "There will be more changes in school buildings in the next twenty-five years than in the last sixty."<sup>41</sup> But the changes that are made will be constructed on the solid foundation of the progress made during the Wilkinson years.

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41. Transcribed interview of Sam F. Brewster by Richard E. Bennett, 7 July 1974, Centennial History files, BYU Archives.

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# In Fulfillment of Their Dreams

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## Enrolling at the Y

Provo not only measures the coming of fall by the changing colors of the leaves but also by the swelling of her population to accommodate a resident student body half as large as the city itself. For many young people one of the thrills of a lifetime is to be accepted as a student at BYU. BYU students come for an education that equips them with the intellectual processes, the skills, the character development, and the social refinement to prepare them for a better life. Their parents look to BYU as a place where their children can learn the principles of the gospel of Jesus Christ as well as acquire an academic degree. To that end, the students come to meet people of their own ages, with common goals and interests — to study together, play together, attend church together, and in hundreds of cases take vows of marriage to live together for time and eternity.

During the first years of his administration, President Wilkinson stood in line at registration for two full days shaking hands and exchanging greetings with every one of the 5,000 or more members of the student body. As the student body grew, he restricted his handshaking to the 6,000 freshmen at fall registration. Some of the more timid students may have



Ernest L. Wilkinson addressing BYU students at a welcome back assembly in the Smith Fieldhouse.



been startled by the custom, but most accepted it as an indication of the warmth and friendliness of the campus.

After registration, a two- or three-day process during the Wilkinson years, it was traditional to have a "Welcome Back" assembly, usually the noisiest of the year, featuring a major address by the president and a chorus of student yells and songs. Students sat in the Smith Fieldhouse in political convention style with placards arranged according to home states and countries. They came with everything from cowbells to Confederate flags. Each group sang its state song or national anthem, shouting to outdo its rivals. The large Utah contingent usually dominated its nearest rivals, the Idaho section and the spirited California delegation, which always sang with gusto, "California Here I Come." This boisterous initiation of the school year became so popular that an entire hour was devoted to good-natured rivalry while the president's address was delayed for a week.

Wilkinson often referred in humorous tones to the different states or countries from which the students came — to the delight of those who resided elsewhere. He always made it plain that students of all faiths, colors, and nationalities were welcome at BYU, warning the students against religious intolerance or bigotry. In his welcoming address for the 1970-71 school year, he said,

You come from all stations of life and from many different cultures; you have had many different experiences. I recall that some years ago the student body included, among others, the daughter of a United States cabinet member; the son of a wealthy Buddhist merchant in Siam; the son of the president of a Christian university in Korea; the son of a commanding general of the Greek artillery; a convert to the Church whose father was a Methodist minister in China; a destitute refugee from Spain; a Hungarian refugee whose education at this institution was made possible by help from our students; and a young man who with his parents escaped from Russia at the close of World War II — and I'm happy to say he is now a member of our faculty — and a student from Greece whose father was a Greek Orthodox priest.

And when he was baptized on this campus, he was cut off from all support from his family.

Most of you come from homes of faithful members of the Church, who place your spiritual and intellectual welfare above everything else in life. And many of you come from homes of humble circumstances in which your parents are making real sacrifices for you to be here. Several thousand of you will have to work a part of each day to earn the price of your education. I congratulate those of you in this situation (others should envy you), for the habits you develop in working for your education will not only cause you to appreciate but will ultimately make you leaders of your own generation. I worry more about you who come from families of affluence, for the danger is that you may not have learned to work, which is the greatest of all blessings. . . .

At this University, regardless of your background, you will all be treated as equals — the rich and the poor, the introverts — and you students from California. You are all God's children. You will all be treated with kindness and with firmness by gifted teachers. You will start out with a high rating because of your wise discernment in choosing this University.<sup>1</sup>

Wilkinson always concluded his speech with a serious dissertation on the standards of the institution which all students were expected to honor — observance of all Christian standards and all the provisions of the Student Honor Code, including a single standard of morality and abstinence from tobacco, alcohol, and harmful drugs. Generally, at the conclusion of his address the president would ask for a standing vote of all those who were willing, not only to observe, but to help the administration in enforcing the standards. Invariably, the overwhelming majority rose quickly. Only three were known to have refused to stand over the entire period of the Wilkinson Administration. These three were counseled to go to the treasurer and obtain a refund of their tuition. This commitment always set the tone for the rest of the school year.

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1. Ernest L. Wilkinson, "Welcome to BYU — 1970," *Speeches of the Year* (Provo, Utah: Brigham Young University Press, 1971).



Trends in Student Enrollment during the Wilkinson Years

Origin of Students	1950–51	1956–57	1964–65		1970–71	
	Percent	Percent	Percent	Enrollment	Percent	Enrollment
Utah	53.4	44.2	34.1	6,314	34.7	9,809
California	9.4	15.7	21.4	3,963	20.0	5,670
Idaho	12.1	10.3	9.3	1,717	10.0	2,827
Other Western States	15.1	17.2	18.7	3,461	17.8	4,932
All Other United States	7.4	8.5	11.3	2,095	12.2	3,451
Other Nations	2.6	4.1	5.2	946	5.3	1,581

## Composition of the Student Body

When Wilkinson reported for duty on 1 February 1951, there were 4,004 students on campus, representing forty-five of the forty-eight United States and fourteen other countries.<sup>2</sup> Of the forty-eight states, twenty-three states sent fewer than eleven students to BYU, and many were represented by only one to four students. In 1970-71, the last year of the Wilkinson Administration, there were 26,601 full-time equivalent students on campus. They came from every state in the Union except Rhode Island and from more than sixty other nations. The number of students from Utah increased from 2,408 in 1950-51 to 9,809 in 1970-71. Representation from California increased thirteenfold, from 426 to 5,670. The number of students from Washington increased fifteenfold, from 59 to 987. Both Idaho and Arizona representation increased more than fivefold — Idaho from 542 to 2,827 and Arizona from 200 to 1,096.

As indicated by the accompanying summary, the trend during the Wilkinson years was toward a much more cosmopolitan student body at BYU.<sup>3</sup>

Whereas in 1950 more than fifty percent of the students came from Utah, by 1970-71 only one of every three was from the Beehive State. This was, in large measure, traceable to President Wilkinson's desire to ensure that LDS students from all over the world would have the chance to study together in a wholesome Mormon environment. By 1970-71, about twenty percent of BYU students came from California. Idaho remained in third place, while Washington and Arizona became the next two largest providers of students.

Although most BYU students still come from the Mountain States and Pacific Coast areas where the LDS Church has its greatest influence, the number of students from the Central,

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2. Office of Institutional Research, "Brigham Young University Enrollment Résumé, 1963-64," BYU Archives, p. 78. Cumulative enrollment during the 1951-52 school year was 5,265.

3. "BYU enrollment Résumé, 1964-65," pp. 16-17; "BYU Enrollment Résumé, 1970-71," pp. 10-11; and N. I. Butt, "Enrollments and Graduates," historical files, BYU Archives.



Southern, and Eastern United States and from other nations has increased noticeably. The number of foreign countries represented grew from fourteen in 1950-51 to seventy in 1970-71, with a total of 106 different countries being represented during this twenty-year period. More than forty percent of the international students came from Canada, most of them from Mormon-based communities in Southern Alberta. During an eighteen-month period in the years 1973-74 and 1974-75, more than 600 American Indian students at BYU who represented seventy-seven different tribes or tribal blends and came from thirty-eight states of the union. This, at that time, was the largest group of Indian students at any university in the nation.

Because from ninety-four to ninety-eight percent of the students at BYU during the Wilkinson years were members of the LDS Church, the University enjoyed a strong spirit of purpose and community. Even with this religious homogeneity, students from more than twenty Christian denominations and ten non-Christian denominations attended BYU during the Wilkinson years.

Among the Mormon students, there was an increasing number of returned missionaries. Some 8,923 returned missionaries were on campus during the 1970-71 academic year, and fifty-four percent of the men enrolled at BYU had served missions for the LDS Church. Having been influenced by the cultures of the countries in which they served, these former missionaries contributed to the growing cosmopolitan flavor of campus. They also added to the maturity, experience, and religious dedication of the student body.

Reflective of another trend, the number of women students at BYU increased from forty percent of the student body in 1950-51 to forty-four percent of the student body in 1970-71. The University also succeeded in attracting an increasing number of transfer students to Provo during the Wilkinson years. In 1950-51 only 392 of 5,429 BYU students, or seven percent of the student body, had transferred from other institutions. By 1970-71 that figure had increased to 7,950 of 28,270 daytime students, more than twenty-eight percent of

the student body. These transfer students came from 756 other colleges and universities. By 1974-75 the number of transfer students had increased to thirty-two percent of the student body, and a full forty-eight percent of the graduating class of that year represented students who had transferred to BYU from other institutions of higher learning.

### **Economic Background of BYU Students**

Because of tuition policies designed to attract students to BYU from all economic levels of society, most BYU students come from middle-class American families. In 1973, annual income for the parents of incoming freshmen was as low as \$3,000. More than forty percent of these freshmen came from homes where the annual income was below \$15,000. Twelve percent left a home where the income was in excess of \$20,000.<sup>4</sup> BYU has never been or desired to be a "rich man's school."

Given their modest economic background, most BYU students help finance their college education. Besides the thousands who annually obtain part-time employment on and off campus during the school year, a large majority of BYU students find summer employment. In March 1963, Wilkinson told the Executive Committee of the Board of Trustees that 81.4 percent of the 11,432 reporting students worked during the summer of 1962 to help finance their schooling.<sup>5</sup>

### **Political Preference of BYU Students**

Politically, the BYU student body has consistently shown a Republican Party preference, probably maintaining a more conservative stance than most other large universities. In 1952 a campus public opinion poll conducted by Dr. Stewart L. Grow revealed that forty-one percent of the student body "considered themselves" Republicans. Twenty-one percent saw themselves as Democrats, while thirty-eight percent said

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4. American College Testing Program, "Class Profile Service Report, 1973-74," table 6.6 ("Estimated Family Income").

5. BYU Executive Committee Minutes, 28 March 1963.



they were independent.<sup>6</sup> Four years later, at the height of the second Eisenhower-Stevenson presidential contest, eighty-four percent of the students favored Eisenhower, and only fourteen percent preferred Stevenson. The remaining two percent were undecided.<sup>7</sup> In September 1968 another campus political poll revealed that about three-fourths preferred the Republican presidential ticket (Richard Nixon and Spiro Agnew) and one-fourth the Democratic ticket (Hubert Humphrey and Edmund Muskie). This contrasted with college students nationally; national polls showed college students favoring the Democratic contenders by a three-to-two margin.<sup>8</sup>

A poll taken on the eve of the 1972 presidential election revealed that seventy-three percent of BYU students favored President Nixon. John G. Schmitz, American Independent Party candidate, placed second in the preference poll, with twelve percent. Democrat George McGovern trailed with only six percent. A total of ten percent of the students considered themselves American Independents. Sixteen percent Democrats, and sixty-four percent Republicans.<sup>9</sup>

### The Academic Quest

One of the first events in a typical BYU student's career is registration for classes. Throughout the Wilkinson years the 25,000 or more students registered in the Smith Fieldhouse. It often required several hours for a student to register and three days for the entire student body to select classes. A computerized system of registration was instituted during the Oaks Administration which made it possible for the student to complete registration in twenty to thirty minutes — or the process could be accomplished by mail.

A part of the registration process was the selection of a college within the University. The accompanying chart com-

6. "Shades of Dr. Gallup," *BYU Universe*, 17 October 1952.

7. "Ike Appears Decisive Favorite of Students in BYU Opinion Poll," *BYU Daily Universe*, 2 November 1956.

8. *BYU Board Minutes*, 4 September 1968.

9. "Nixon Leads Seven to One," *BYU Daily Universe*, 3 November 1972.

pares cumulative daytime enrollment (including summer school) in BYU colleges during several of the Wilkinson years. Although enrollment has rapidly increased in the biological and physical sciences, the increase in the liberal arts areas has been even greater. The College of Education continues to have one of the largest enrollments on campus. The number of students enrolled in the Graduate School during the Wilkinson Administration increased to approximately ten percent of the student body, demonstrating that BYU remains basically an undergraduate institution.<sup>10</sup>

### The Question of Grades

Grade point averages of BYU students increased noticeably from 1951 to 1971. For autumn quarter 1951 the overall grade point average of BYU students in all colleges was 1.57 on a 3.0 scale. The comparable figure for 1970-71 was 2.79 on a 4.0 scale.<sup>11</sup> While just over twenty percent of all undergraduate grades given at BYU in 1963-64 were A's, over thirty-five percent of the undergraduate grades in 1973-74 were A's. Over the same period of time, the number of D's and E's awarded declined from about ten percent of the total to just over six percent of the total (*see* accompanying chart).

While undergraduate women consistently had slightly higher grade point averages than undergraduate men, male graduate students received higher grades than their female counterparts.

Composite scores on the ACT test have been declining nationally, while those for incoming freshmen at BYU during the past several years have remained about the same. This

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10. "BYU Enrollment Résumé," 1964-65, pp. 9-11; 1970-71, pp. 4-5; and "Charts, Book 1," Centennial History Files, BYU Archives, pp. 2-10. During the Oaks years, graduate enrollment has been limited to about eight percent of the student body (*see* Office of Institutional Research, "Enrollment and Composition of the Student Body, Fall 1973-74," table 38, BYU Archives).
  11. "A Comparison of Grade Point Averages Given at the University of Utah and Brigham Young University," Charts, Book 1, Centennial History files, BYU Archives, pp. 1-10; and "BYU Enrollment Résumé, 1970-71," p. 47.





Students registering in the west annex  
to the Smith Fieldhouse in the 1960s.

# Percentage Distribution of Letter Grades for Undergraduate Courses at BYU during Fall Semester, 1963 to 1973

Date	A	B	C	D	E
1963	20.5	35.9	33.0	7.6	3.0
1964	19.8	36.2	32.6	7.9	3.4
1965	21.1	36.5	31.5	7.6	3.3
1966	22.2	37.2	31.1	6.7	2.9
1967	24.3	38.6	28.6	5.7	2.7
1968	25.4	39.2	27.4	5.5	2.5
1969	27.4	40.1	25.9	4.6	1.9
1970	28.8	39.2	25.1	4.5	2.4
1971	33.1	38.8	21.9	4.0	2.1
1972	35.4	38.7	20.0	3.7	2.3
1973	35.2	38.5	19.9	3.7	2.6



# Cumulative Daytime Enrollment in BYU by Colleges (Including Summer School)

	1950-51	1955-56	1964-65	1970-71
Applied Science <sup>1</sup>	533			
Arts and Sciences <sup>2</sup>	1,585			
Biological and Agricultural Sciences <sup>3</sup>		1,090	1,587	2,547
Business	491	1,586	2,140	3,126
Education	1,900	2,467	2,687	3,675
Family Living <sup>4</sup>		467	1,637	2,605
Fine Arts and Communications	739	778	1,576	2,999
General College	2,801	6,528	4,506	3,558
Humanities <sup>5</sup>		162	3,396	2,192
Humanities and Social Sciences <sup>6</sup>		900		
Industrial and Technical Education <sup>7</sup>			120	1,606
Nursing <sup>8</sup>		311	206	646
Physical and Engineering Sciences <sup>9</sup>		1,859	2,011	2,622
Physical Education <sup>10</sup>		474	629	1,359
Social Sciences <sup>11</sup>			467	4,394
Graduate School	419	1,424	2,977	5,459
Totals	8,468	18,046	23,939	36,788

1. Discontinued in 1954.  
2. Discontinued in 1954.  
3. Organized in 1954.  
4. Organized in 1954.  
5. Organized in 1965.  
6. Organized in 1954 and discontinued in 1965.

7. Organized in 1965.  
8. Organized in 1952.  
9. Organized in 1954.  
10. Organized in 1960.  
11. Organized in 1965.

would indicate that BYU may have been getting an increasingly better prepared student.<sup>12</sup> Discussing the national trend, *Time* magazine reported in November 1974,

In the past few years, the grade glut has been spreading across academe. At Yale, 42% of all undergraduate spring-term grades were A's, and 46% of the senior class graduated with honors. . . . At American University, 75% of all grades last spring were A's and B's, leading an undergraduate dean to ask for a faculty inquiry. At the University of Pittsburgh, the average grade was C five years ago; now it is B.<sup>13</sup>

### **Dropouts and Discontinuances**

During the Wilkinson Administration the matter of student dropouts and discontinuances was a vexing problem. Wilkinson looked upon this issue as "the major problem on the campus" and was ever in search of ways, consistent with high standards of scholarship, to reduce the number of student dropouts.<sup>14</sup> Consistently, between ten and fifteen percent of the students who enrolled at BYU in the fall did not return for the next term. A study conducted by Antone K. Romney and Clyde A. Parker indicated that the major reasons given for leaving school were that students were experiencing financial difficulties, leaving on a mission, getting married, entering the military service, or being needed at home.<sup>15</sup> Although many students who discontinued school to enter the mission field or military service eventually returned to BYU, the problem of permanent discontinuances remained large. In recent

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12. H. Bruce Higley and Douglas Taggart, "Comparative Preparation Level of Students and Grading Practices among Rocky Mountain Colleges and Universities during the Fall Terms of 1969-70 through 1973-74," 8 November 1974, report prepared for the Office of Institutional Research, BYU Archives.
  13. "Too Many A's," *Time*, 11 November 1974, p. 106.
  14. Ernest L. Wilkinson to Deans' Council, 8 January 1954, Wilkinson Presidential Papers.
  15. "Summarization of Information Available from Studies Conducted Concerning Mortality," 21 May 1956, unpublished report in Wilkinson Presidential Papers.



years improvements in counseling service, faculty advising, general curriculum, and the offering of more two-year associate degree programs have given strong promise that the percentage of discontinuances will diminish.

### **Improving the Academic Atmosphere**

The University consistently worked during the Wilkinson years to eliminate influences that detracted from good academic performance. One of the major efforts was to stop the proliferation of extracurricular activities. Recognizing that social activities infringed on academic time, John T. Bernhard of the Political Science Department wrote Wilkinson in January 1951, "Several students last quarter informed me that they were unable to keep up with their assignments simply because 'there was something doing every night of the week.' I don't approve of the suppression of good, clean student fun, but, in my humble opinion, student amusements have gotten out of hand to the detriment of good scholarship on the campus."<sup>16</sup> A poll conducted by the *Daily Universe* in May 1953 confirmed that even students felt that "social activities are somewhat over-emphasized at Brigham Young University," although not necessarily "to a dangerous degree." The editorial went on to say that "students try to join too many organizations, get on too many committees and go to too many dances and parties." As a result, "The academic standing of each of these students suffers."<sup>17</sup> The faculty and administration sought to work together to curtail social activities and to increase the academic awareness and involvement of BYU students.

### **Honors Program**

As BYU developed into a major university, students of exceptional promise and high self-motivation enrolled in in-

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16. John T. Bernhard to Ernest L. Wilkinson, 16 January 1951, Wilkinson Presidential Papers.

17. "BYU Social Activities Rated Overstressed but Desirable," *BYU Universe*, 14 May 1953, Wilkinson Presidential Papers.

creasing numbers. In 1959, Robert K. Thomas of the English Department faculty approached President Wilkinson to suggest that an Honors Program be organized to meet the academic needs of such students.

The envisioned benefits of an Honors Program were threefold. First, it would provide a more flexible, stimulating program of general education. The accelerated growth of the University had made it increasingly difficult to avoid rigid structuring of the general education curriculum, which was primarily geared to the needs of the average BYU student. As a result, many bright and dedicated students were completing general education classes which left them uninspired. The proposed Honors Program was to provide general education classes tailored to the interests of these students. Second, the University's burgeoning enrollment was reducing close contact between faculty and students, as well as among students. Thomas, a graduate of Reed College in Oregon, had experienced the benefits of the intimate associations and a top honors program offered at one of the nation's finest small colleges. He hoped that a comparable BYU Honors Program would encourage such intimacy and exchange. Great benefits were anticipated as students of unusual ability interacted — both with each other and with some of the University's finest professors — in academic, social, and religious settings. Finally, the proposed program would have a leavening effect on the entire academic community. It would serve as an effective recruiting tool in attracting highly qualified students to BYU. Such students would, in turn, stimulate both professors and peers and intensify the spirit of academic inquiry on campus. The Honors Program would, moreover, serve as a curricular and pedagogical experiment — a source of academic innovations. Successful innovations could then be adapted to benefit the University at large.

The administration carefully considered the proposal and, in September 1959, announced that the Honors Program would begin on campus the following year. Frank Wilkinson of the Psychology Department was named chairman of a committee charged with preparing the way for the program's



introduction. Robert K. Thomas was appointed its first director. Thomas possessed both the preparation and the personality needed to initiate the Honors Program. He was highly respected by faculty and students both as a scholar and as a teacher. He was also a personable man who related to others with grace and diplomacy. Such qualities were needed, for the announcement of the Honors Program was greeted with reservation, and even suspicion, on the part of some. They objected to the idea of an Honors Program, feeling it would be elitist in nature. Others were concerned that it would weaken existing departments. Deans and department chairmen were in most cases reluctant to reduce the department teaching loads of some of their finest faculty members to free them for honors classes.

In spite of these obstacles, the Honors Program began as planned in 1960 and continued to progress in the following years. Three factors contributed to its initial success. First, the University administration fully supported Thomas in his efforts. Second, many professors approached by Thomas were willing to teach honors classes in addition to their regular departmental loads, even though they received no additional compensation. Finally, Thomas was untiring in his commitment to the program's success and in his efforts to organize a superior Honors Program curriculum.

Robert K. Thomas served alone as director of the program until 1963 when Richard D. Poll was named associate director. In 1965, Richard L. Bushman was appointed as a second associate director. Since then the directorate form of administration has remained in force. In 1967, Thomas was appointed academic vice-president of the University. Poll served as acting director until 1969 when C. Terry Warner was named director, a position he held for five years. Poll and Warner and their associates were deeply committed to the individual intellectual growth of the program's members.<sup>18</sup>

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18. Associate directors to 1974 included Richard D. Poll, January 1963 to October 1969; Richard L. Bushman, September 1965 to fall 1968; J. Duane Dudley, February 1968 to August 1974; Charles L. Metten, fall 1970 to fall 1972; Bruce C. Hafen, fall 1971 to fall 1972; Marion J.

The significant innovations they introduced brought the program to a greater level of effectiveness and sophistication. Marion J. Bentley served as acting director in 1973-74 and was succeeded in 1974 by Thomas F. Rogers, with Philip M. Flammer and Reba L. Keele, the directorate's first female member, serving as his associates.

Among the many developments occurring within the Honors Program during its first fifteen years of operation, the following were significant:

*Seminars.* From the beginning, honors classes were typically small in size, demanding in content, and imaginative in approach. Classroom discussion was given high priority. In 1971, based on studies that had been going on for some time, the honors curriculum was significantly modified. Class content focused more on in-depth analysis of specific topics and problems rather than a general survey of certain disciplines. In addition, a greater selection of classes was offered. Under this new format, classes came to be called "seminars" and were offered in the areas of language, literature, the arts, philosophy, history, behavior and society, state and economy, mathematics and its applications, the physical world, biology, special studies in humanities, special studies in natural science, and special studies in social science. By 1975 the Honors Program was offering nearly forty seminars each semester. Specific course content and approach was determined by the professor, based upon his interests and expertise.

*Oral Examinations.* The first director, as well as all who succeeded him, placed emphasis on senior oral examinations in determining graduation designations (highest honors, high honors, or honors) for Honors Program students. There was a strong feeling on the part of program leaders that academic competency should amount to much more than good grades. The oral examination was intended to evaluate the depth and breadth of the student's undergraduate education. It was also

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Bentley, fall 1971 to fall 1974; Gary L. Bunker, fall 1972 to fall 1974; and Arthur Henry King, fall 1972 to fall 1974 (C. Terry Warner was associate director from fall 1968 to January 1970 and then director from January 1970 to fall 1974).



considered a valuable opportunity for the student to defend his ideas, assess his college experience, and explore his personal strengths and weaknesses. As the program grew in enrollment, oral examinations were restricted to those students applying for the "highest honors" designation. In 1975, however, a series of diagnostic oral interviews was instituted for sophomore members. Conducted by upperclassmen in the Honors Program, these interviews were intended to help each member ascertain his compatibility with the program and to provide interview experience for those anticipating oral examinations in their senior year.

*Independent Learning Experience.* Successive directorates placed increasing emphasis on the independent learning experience. This was defined as an investigation undertaken upon the student's own initiative leading to significant new discovery or personal insight. Types of independent learning experiences undertaken by honors students included creative endeavors such as the production of literary or dramatic works; research culminating in an essay, thesis, or paper for publication; paraprofessional work experiences in hospitals, law firms, and businesses; internships with various professional, educational, church, or governmental agencies; and working and advising in underdeveloped areas such as solving sanitation problems in Mexico or acting as a dietitian for an inner-city agency.

*Extracurricular Activities.* The Honors Program consistently offered academic, social, and religious opportunities outside the classroom. Lectures and discussion groups featuring top scholars representing a broad range of professional expertise enhanced the academic atmosphere. This effort culminated in 1971 with the inauguration of the annual Welch Lectures, which included presentations to the University at large by such distinguished scholars as Klaus Baer, America's foremost Egyptologist, from the University of Chicago. Another lecture series, the Agora, allowed members to hear the views of guest faculty and of their peers. Other extracurricular offerings included film series, dramatic productions, and essay contests. The program sponsored student publica-

tions, most notably *Tangents*, a journal issued in conjunction with the ASBYU Academics Office and edited by honors students. *Tangents* includes scholarly papers, verse, and criticism which demonstrate sustained research and the arresting expression of provocative ideas.

For many students, these developments within the Honors Program provided expanded opportunities for educational stimulation and growth. Flexibility and creativity were encouraged, and the directorates established only minimal guidelines and regulations. This atmosphere of freedom and flexibility was both the strength and the weakness of the Honors Program. Highly motivated students enhanced their education by personally selecting their undergraduate classes and experiences to meet their academic needs and desires. Others who had joined the program for the wrong reasons — to massage their academic egos or to avoid the University's general education requirements — hindered their education by using the Honors Program as an escape. Later directors, particularly Thomas F. Rogers, responded to this problem by increasing the degree of regimentation within the program in terms of requirements for graduation, while maintaining freedom and flexibility within the honors seminars.

Assessments of educational endeavors such as the Honors Program are difficult to make. Nonetheless, a number of signs indicate the program's overall effectiveness during its first fifteen years. First, the growth of the program indicates that it is held in high regard by many of the brightest students on campus. Enrollment the first year was 150. Nine years later the figure had reached 1,000, remaining more or less constant for the next six years. Moreover, a survey of honors alumni conducted in 1975 showed that the students themselves were pleased with the program. Many of the two hundred students responding to the survey felt that the Honors Program had offered significant preparation for employment, graduate school, and life in general. Fifty-five institutional scholarships and a number of nationally prestigious scholarships and fellowships, including the Danforth, Woodrow Wilson, National Science Foundation, and National Defense Education Act,



had been awarded to those responding to the survey. Eighty-eight percent of the men and thirty-five percent of the women responding were attending or had already attended graduate school. Many were enrolled at some of the most prestigious schools in the country, including Harvard, Yale, Stanford, Chicago, Michigan, and Columbia. During one year in the Oaks Administration (1975-76) the two schools receiving the greatest number of the prestigious Danforth Fellowships were the University of California and BYU — three each. That same year a BYU student also received a Rhodes Scholarship. All four BYU students were in the BYU Honors Program.<sup>19</sup>

According to a recent survey of the male alumni, by far the largest number responding (approximately one-third) indicated that they were pursuing legal studies. Twenty-five percent of those currently in law school held editorial positions on the staffs of their institutions' law reviews. Medicine and masters of business administration, respectively, followed law, also in impressive numbers. More women graduates had chosen English as a major in graduate school than any other discipline. These data tended to modify the previously held impression that the majority of honors students, including males, were not specializing in the professions, business, and science.

In view of the short time which had elapsed since most of the alumni surveyed had left the institution as undergraduates, it is noteworthy that the following significant public service positions are already being held by members of the group: senior assistant attorney general, State of Utah; committee coordinator, Mayor Daley's Summer Jobs for Youth, Chicago, Illinois; public relations director for Corporate Crusade of Mercy Campaign, Chicago, Illinois; and private secretary to Korea's crown prince, Yi Ku. Many other Honors Programs graduates are currently employed in private industry.

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19. "Danforth Fellows: Three Win Awards in Scholarly Coup," *BYU Today*, April 1976, p. 1.

In a meeting of the National Honors Collegiate Council in 1974, attended by Rogers and his associates, it was observed that few other programs offered so many individualized services or accommodated so high a percentage of the sponsoring institution's student body. Most experts concurred that BYU had a superior Honors Program.

The Honors Program also significantly contributed to the development of scholars with testimonies of the truth of the gospel of Jesus Christ. It attracted students of exceptional promise and offered them in-depth exposure to the world and its most substantial ideas. It prepared them to enter graduate school or employment with competence, skill, and expertise. But all this was done in a religious atmosphere intended to make gospel moorings secure. Students were placed in close contact with professors and peers who were scholars, but who were also faithful to the Church. They learned that it is a misconception to believe that intellectual curiosity precludes devotion or that the brightest minds do not believe. They learned, on the contrary, that academic excellence can enhance devotion and increase the depth of one's discipleship. Brigham Young said, "The person that applies his heart to wisdom, and seeks diligently for understanding, will grow to be mighty in Israel."<sup>20</sup> Goodness and intelligence — words not often paired in the twentieth century — were brought together by the BYU Honors Program in a synthesis both unique and promising.

### Special Guest Speakers

One of the most exciting ways academic awareness received support during the Wilkinson years was through outside speakers of tested academic, political, commercial, or artistic ability. Beginning in 1903 the school operated a regular lyceum program of national distinction. In the early days, special celebrities who came to BYU included Helen Keller; Homer Davenport, famous cartoonist; Eugene V. Debs, labor

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20. John A. Widtsoe, *Discourses of Brigham Young* (Salt Lake City: Deseret Book Company, 1961), p. 261.





Carl Sandburg signing autographs  
after addressing a BYU forum  
assembly in 1959.

leader; William Jennings Bryan, presidential candidate; and Roald Amundsen, discoverer of the South Pole. Among those who appeared during the Wilkinson years were Maria Von Trapp, Meredith Wilson, Bennett Cerf, Carl Sandburg, John Ciardi, Louis Untermeyer, Pearl S. Buck, and Ogden Nash.<sup>21</sup>

Before Wilkinson came to BYU there was a tradition among Utah universities against political leaders addressing college student bodies, especially during political campaigns. Wilkinson changed this by inviting each of the national parties to select its best representative to speak to the students in 1952. The Democrats sent President Harry S. Truman and the Republicans, Senator Everett Dirksen. Politicians who spoke in subsequent years included presidential candidates such as Lyndon B. Johnson, Robert F. Kennedy, Richard M. Nixon, and Hubert H. Humphrey.

### **Academic Emphasis Committee**

To help improve scholarship, the dean of students organized an Academic Emphasis Committee in 1959. The committee, composed of faculty and students, chose a special theme at the start of each academic year. The theme was implemented by introductory articles written by competent faculty members in order to make the issue relevant and useful. The committee sponsored debates, promoted discussions of important works, and invited special speakers to campus. An example of the academic emphasis program in action was the 1963-64 theme, "Individual Freedom vs. Social Security." During that politically sensitive year, Chauncey Riddle debated Louis Midgley on "Liberalism-Mormonism-Conservatism"; Hyrum Andrus and David King, a former Utah congressman, discussed "The Place of the Religious and Political Liberal in the Mormon Church"; Richard Wirthlin defended deficit spending policy against J. Bracken Lee, then mayor of Salt Lake City; and Republican Senatorial candi-

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21. "BYU Forums: Celebrities Since 1898," *BYU Daily Universe*, 17 April 1970.



dates Ernest L. Wilkinson and Sherman Lloyd discussed "Civil Rights, 1964."<sup>22</sup>

In 1965 the Academic Emphasis Committee was incorporated into the newly established ASBYU academic vice-president's office. Under its auspices, many academic activities designed especially for the students were implemented, including such programs as an annual academic week, the Issues and Answers Committee, college bowl contests, and a polling service. In 1966 the Committee was disbanded, but the academics office continued to administer these programs.

### **Personal Development Center**

Another important service designed by the University to assist students in their college life and in their pursuit of a chosen career was the Counseling Center, more recently called the Personal Development Center.<sup>23</sup> The first official counseling service of the University was established in 1922 with the appointment of the first dean of women, Amy Lyman Merrill. In 1937 the dean of men's office was created to provide students with counseling and other services. A part of President McDonald's administrative reorganization created Student Personnel Services, an important segment of which was Counseling Service. Antone K. Romney served as its first chairman. Supported by twenty teacher-counselors, Counseling Service was designed to assist students with their academic, social, spiritual, and vocational problems. A gradual transition shifted emphasis from part-time teacher-counselors to full-time professional counselors.

During the Wilkinson era, further refinements were made as a staff of professional clinical psychologists gradually was added to the office. Those serving as chairman of Counseling

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22. "Academic Emphasis Improves BYU Image," *BYU Daily Universe*, 21 May 1964.

23. Much of the material in this section is taken from "Centennial History: Dean of Student Life," unpublished typescript in BYU Archives, pp. 77-106.

Service have included Antone K. Romney, Howard T. Reid, Clyde A. Parker, Vern H. Jensen, and, most recently, David Sorenson. For a short time, Marlow Harston, a psychiatrist, was engaged part time.

For many years the functions of Counseling Service included vocational and educational counseling, testing services, psychological services, and occupational information. Developments and changes in the service through the years included the establishment of a consulting relationship with the housing staff, the expansion of materials in the information library, the adoption of the ACT entrance examination, the formation of a liaison between Counseling Service and the Health Center, the expansion of the Testing Service's battery of tests and improvements in their implementation and interpretation, improvements in group training procedures, and the establishment of satellite counseling services in most of the colleges, in many of the stakes, in the University Standards Office, and in the Language Training Mission.

In 1967 the Counseling Center adopted goals which defined its functions in five major areas. They included counseling for academic, vocational, and personal problems; staff research and publication; training of new counselors; University and community service; and testing and data analysis. During the Oaks Administration the Counseling Center's name was changed to Personal Development Center to better reflect its broadened function. Many students have benefited from the resources of the Personal Development Center which are available to assist them during their collegiate experience.

## **Graduation**

From the time the first certificates were awarded in 1878 (the first graduation) until 1970-71, Brigham Young University conferred a total of 59,173 certificates and degrees. Of these, 2,779 were certificates, including 1,826 normal certificates granted from 1901 until 1942; 948 two-year certificates granted from 1960 until 1964 when they were replaced by



associate degrees; and five special graduate certificates which have been awarded on rare occasions. In addition, by 1970-71 the school had awarded 1,137 associate degrees; 48,518 bachelor's degrees; 6,308 master's degrees; and 411 doctor's degrees. The University has conferred one hundred honorary degrees since Karl G. Maeser received the first one in May 1889 (*see* appendices to Volume 4 for a complete list of honorary degrees conferred at BYU and for a summary of the number of degrees and certificates awarded throughout the history of the school).<sup>24</sup>

Unfortunately, graduation from BYU has not guaranteed employment in a student's chosen field. For example, the demand for teachers waned in the mid-1960s. At one time there was little demand for geologists and engineers. Many of those in the social sciences or humanities have found it much more difficult to find good positions than have their counterparts in most of the physical sciences. Nonetheless, LDS students still recognize the value of a college education. As one measure of that value, it still holds true that students who graduate from college earn much more money over a lifetime than those who do not.<sup>25</sup> Although there are individual exceptions to this economic reality, college graduates generally achieve greater financial success than those who have not graduated.

In addition to the economic advantage, a college education generally means a richer cultural life for the graduate. President David O. McKay expressed it this way: "University life is essentially an exercise in thinking, preparing, and living. The objective of education is to develop resources in the student

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24. "BYU Enrollment Résumé, 1970-71," pp. 31-33.

25. Latest statistics indicate that the average lifetime income of men graduating with five or more years of college will be \$824,000, while those with less than eight years of education can expect to earn only \$280,000 during their lifetime. High school graduates can expect to earn an average of \$479,000, while the average college graduate will earn about \$711,000 in a lifetime (W. Vance Grant and C. George Lind, *Digest of Educational Statistics* [Washington, D.C.: Government Printing Office, 1975], p. 21).

that will contribute to his well-being as long as life endures; to develop power of self-mastery that he may never be a slave to indulgence or other weaknesses.”<sup>26</sup>

### **Fulfilling Social Needs**

From the time of its organization, BYU has been committed to the development of the whole person, which includes the attainment of a well-balanced social life. This adds variety and color to college life, providing the opportunity to develop healthy personal relationships, to increase feelings of self-worth, and to promote a wholesome atmosphere for courtship and marriage. During the Wilkinson era a campaign to democratize student activities and refine the religious spirit on campus proved very successful. Wilkinson wanted to insure that students with seemingly few talents could also enjoy campus social life to the fullest. This was one of the main reasons he opposed the exclusivity of social units. He also discouraged formal dances and balls. King and queen contests received less emphasis during his administration, and he initiated many programs designed to promote healthy student interaction.

### **Athletics**

Few activities brought together so many of the students so much of the time as athletic contests; they have always been a source of student enthusiasm and school spirit. Whenever BYU was scheduled to play its arch rival, the University of Utah, in the 1950s, mammoth pep rallies engendered school spirit. Students wearing red and white (the University of Utah's school colors) were sometimes put into a student “jail,” located on one of the quads, or in some other way made to feel conspicuous and disloyal.

On occasion, the rivalry between BYU and the University of Utah became so spirited that students from both sides van-

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26. David O. McKay, *Secrets of a Happy Life*, Llewellyn R. McKay, comp. (Salt Lake City: Bookcraft, 1967), p. 47.





Cosmo the Cougar, BYU's school mascot since the 1950s.

dalized their opponent's campus. In 1956 BYU students lit a giant Y over Utah's block U on the mountains east of Salt Lake City. Three hours later, several Utah students descended on the BYU campus and painted giant U of U signs all over the campus, burning a U on the lawn in front of the Eyring Science Center.<sup>27</sup> Although students often have been apprehended and disciplined for these activities, the episodes still occur, but with less frequency than in the past. Nonetheless, rivalry between the two schools is still vigorous.

Football and basketball continue as the most popular spectator sports at BYU. In addition to the athletes themselves, the Cougar Band, cheerleaders, flag twirlers, and the Cougarettes (a women's precision drill team) have contributed special enthusiasm to the athletic contests. A colorful campus institution is "Cosmo," the school's cougar mascot — a human adaptation of the original cougar mascots of the 1920s. In 1953, during an "Operation Retrieve" in which the students led a campaign to win back the wagon wheel from Utah State Agricultural College (the wagon wheel is a football trophy that yearly goes to the winner of the football game between the two schools), aid supposedly came from the cosmic forces of the universe in the form of Cosmo, the space-age cougar. As reported by the *Universe*, Cosmo "zoomed down from outer space onto the BYU campus to become the newest member of the Y yell team."<sup>28</sup> Cosmo was the brainchild of Dwayne Stevenson, the 1953 pep chairman. Since October 1953, Cosmo has been on hand for most intercollegiate athletic contests at BYU. In 1955-56 and again in 1958-59 a male and a female played the parts of two Cosmos. For a few years, live cougars were brought in cages to important games, but a bill passed by the state legislature subsequently outlawed that activity. Consequently, the school returned to its custom of having a student dress up as a cougar. The identity of Cosmo is revealed to the student body at the end of the last home basketball game.

27. "U Was There: Salt Lakers Watch Lighting of Y," *BYU Universe*, 3 May 1956.

28. "What's Spirit? Cosmo Knows," *BYU Daily Universe*, 25 October 1957.





A float in a BYU Homecoming parade  
early in the 1950s.

## Homecoming

Each October, BYU sponsors Homecoming activities for the student body and alumni. The celebration has been organized around such themes as "Cougars Get Boulder" (1939) and "Our Hearts Are True" (1957). The diamond jubilee celebration of 1950 centered around the theme "Diamond Diary." In 1972 the focus was on "Life" and its myriad reflections in student life at BYU. Homecoming activities have included football games, building dedications, parades, queen contests, Fieldhouse Frolics, dances, assemblies, and Founders Day festivities. Homecoming '68 was highlighted by the world's largest cake, weighing twelve and one-half tons, made by school clubs, wards, and Provo housewives. The cake was devoured immediately after the Homecoming game.<sup>29</sup> Perhaps the most important aspect of Homecoming is welcoming back former students. Alumni Homecoming banquets have become a major attraction at which outstanding alumni receive distinguished service and other awards. Founders Day, October 16, is commemorated as a part of Homecoming, adding more nostalgia to the annual celebration.

## Y Day

Y Day activities conducted by the student government involved most BYU students during the Wilkinson years. The block Y, placed on the mountain east of campus in 1906 with the encouragement of P. C. Peterson, Jr., editor of *White and Blue*,<sup>30</sup> was whitewashed each year by students and faculty. Originally, the fellows whitewashed while the girls prepared lunch, although at times women students helped with the painting. The job required a minimum of 500 pounds of salt, 110 bags of lime, and 3,000 gallons of water. Until 1972 the task was performed by a bucket brigade. That year a helicop-

29. "World's Largest Cake Built by BYU," *BYU Daily Universe*, 25 October 1968.

30. "Building the Y," *White and Blue*, 1 June 1906.





A part of the student bucket brigade assisting in whitewashing the Y on Y Day during the Wilkinson years.

ter was hired to haul the lime, ready mixed, from the base of the mountain to the block Y.<sup>31</sup>

As enrollment increased, Y Day activities were diversified because not everyone could work on the block Y. The idea of having a citywide clean-up day was first considered in 1956 by Ray Beckham, Henry Isaksen, Wesley P. Lloyd, and President Wilkinson, with Beckham suggesting that it could be implemented through the twelve newly formed wards in BYU Stake. Since relations between the school and the community "had not been the best,"<sup>32</sup> the concept won immediate approval. The following spring, on 1 May 1957, the first Y Day involving community wide clean-up projects was put into operation. Traditionally, these Y Days included cleaning city parks, clipping grass in cemeteries, washing windows, repairing widows' homes, and clearing walks. Y Day became a healthy tradition benefiting both students, and local residents. Provo Mayor Verl Dixon said in 1970, "We are very happy with the arrangement we have on Y Day, because the students become more conscious of city problems and they become more identified with the community."<sup>33</sup>

### Other Social Service Activities

Thousands of BYU students participated in Y Day and other town improvement projects, such as the 1970 Santaquin Day sponsored by the Student Relations Office of student government. On that day a thousand BYU students painted forty buildings, built and painted park benches, poured concrete for a tennis court, razed unsightly barns and sheds, hauled away old car bodies, removed tree stumps,

31. "Centennial History: The Student Body and Student Activities," unpublished typescript in BYU Archives, p. 32.

32. Ernest L. Wilkinson to Wesley P. Lloyd, 14 April 1956, Wilkinson Presidential Papers.

33. "Provo, Y Relationship Aired," *BYU Daily Universe*, 30 March 1970. Y Day is no longer held during the week with classes dismissed but is planned for a Saturday or at orientation time when freshmen are invited to help whitewash the Y. Days when students cooperate with townspeople to clean up and beautify Provo and the surrounding cities are now sponsored by the student body Office of Community Service.



installed a sprinkling system at the town park, and hauled gravel and dirt to beautify Santaquin, a small community in southern Utah County composed mostly of elderly residents. Such voluntary service received national attention, including the following comment appearing in the *Boston Globe* on 6 December 1970: "The students at conservative BYU were lodging a protest of their own style — a protest against placard bearing and speechmaking and a demonstration that the young can work within the Establishment to help solve the sticky problem of a cluttered environment."<sup>34</sup>

Students have spearheaded other social service activities, ranging from Christmas gift drives to sending Christmas cards to servicemen in Vietnam in 1967. The latter was a nationwide project, but of the 200,000 cards mailed, more than one-eighth came from Provo.<sup>35</sup> The brotherhood and school spirit generated among students by such projects has contributed to the spirit of unity and cooperation which has come to characterize the BYU student body.

## Dances

Like Y Day, dances and socials appealed to most BYU students during the Wilkinson years. As in the past, the biggest dance of the school year in the 1950s was the Junior Prom, held in early spring. Top entertainers came to campus for this event, including such performers as Les Brown and his orchestra and Roger Williams. Betokening the democratic spirit of the campus, the Junior Prom and other major dances were generally semiformal.

The girls' choice Preference Ball and Church-sponsored Gold and Green balls were also popular dances. Gold and Green balls were held by different stakes at different times of the year in facilities such as the Wilkinson Center ballroom,<sup>36</sup>

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34. Rodger Dean Duncan, "This, Too, Is a Student Demonstration," *Parade* supplement to *Boston Globe*, 6 December 1970.

35. J. Elliot Cameron to Ernest L. Wilkinson, 6 February 1967, Wilkinson Presidential Papers.

36. The combined ballroom has 31,388 square feet of floor space, which will accommodate as many as 4,000 dancers at one time.

the Utah County Courthouse in downtown Provo, and the University Mall in Orem. The ASBYU Social Office and various clubs staged other dances, including square dances, Arizona Stomps, IBM match-up dances, and Belle of the Y dances. These dances provided wholesome dating experiences and worthwhile opportunities for students to make new friends.

### Stars and Queens

Complementing the student social program, BYU student officers attracted big name entertainers to Provo to perform in student concerts. These popular concerts have featured such groups and individuals as the Fifth Dimension; Peter, Paul, and Mary; The Lettermen; The Carpenters; The Kingston Trio; John Davidson; and Olivia Newton-John.

Along with dances and the concerts, BYU students supported campus queen and king contests. Young ladies annually were selected to reign as Homecoming Queen and Belle of the Y. As a part of their concern that all students should receive the same social opportunities, President Wilkinson and the Board of Trustees gradually deemphasized campus beauty contests. Spencer W. Kimball told student leaders in 1958,

It isn't good for any girl to be named a queen. It is not good for any man to be named the finest. . . . I shall look forward to the day when we have no queen contests, or the most eligible man contests. I think it is a difficult thing for a king and queen to live normal lives. Such flattering honors give undue emphasis and are superficial.<sup>37</sup>

During the BYU Centennial, only one young lady reigned as "Centennial Queen"; all other similar distinctions have been abolished.

### Special Weeks

Other events under the direction of student government

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37. "Ought to Be Something Done Here," *BYU Daily Universe*, 1 April 1959.



that were open to large numbers of students included week-long promotional activities like Indian Week, Agricultural Week, Women's Week, International Students' Week, and Military Week.

### **Timp Hike**

The Timp Hike was an outdoor event that annually attracted much student interest until its discontinuance in 1971. Founded in 1922 by E. L. Roberts, this event continued for forty-nine consecutive years. It was abandoned because the very size of the hiking body (7,000 in 1970) made the trek dangerous and ecologically destructive to the mountain.<sup>38</sup> Smaller groups, sponsored by individual clubs or other societies, still make the climb to the top of 11,750 foot-high Mount Timpanogos.

### **Orientation Week**

The class rivalry that characterized BYU student life in the early twentieth century evolved into the freshman hazing practices of the Harris years. By 1960, activities that set freshmen apart from the rest of the student body gave way to a constructive social program, in the form of Orientation Week, designed to familiarize newcomers with the University.

While student life became more sophisticated during the Wilkinson years, the campus was not without its pranksters. For example, in 1955 a student made a call to Nikolai Bulganin, premier of the Soviet Union. The student actually got through to Bulganin's office, but he was not in. The Russian premier later returned the call. Unfortunately, the student had insufficient funds to accept Bulganin's call.<sup>39</sup>

Students sometimes tossed their newly engaged roommates into the botany pond south of University Hill. At least one such victim gained revenge, as described by the *Universe* in

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38. "Timp Hike Succumbs to 'Ecology,'" *BYU Daily Universe*, 19 May 1971.

39. "Leader Answers Telephone; Coin Lack Thwarts Contact," *BYU Universe*, 5 May 1955.

1952. His friends “rounded up the herd,” and “At the count of three, the guilty ones were hurled into space; gravity took over from there. What went up — came down — right in the middle of the mossy, slimy deep.”<sup>40</sup>

### **Student Routine**

During the Wilkinson Administration the Air Force ROTC began what has become a patriotic and heartwarming tradition at BYU. Every morning just before eight o'clock and each evening just before five o'clock, members of the campus ROTC unit raise and lower the American flag. This colorful ceremony is observed by all students, wherever they are located on campus, by standing at attention to honor the flag while the national anthem is played over the loudspeaking system. In addition to such patriotic activities, a typical student day during the later Wilkinson years might include a quick lunch in the overflowing Wilkinson Center, a casual browse through the bookstore, a visit to the Administration Building to check out a new housing listing or pick up a student employment payroll check issued twice monthly, a quick game of handball or ping pong after school or between classes, and studying at the library between classes and later in the evening. After a few weeks of this kind of routine, there developed a pattern of activity that affected a student's entire stay at the University.

### **Courtship and Marriage**

The dating experience was probably the source of both the greatest happiness and the severest headaches for students at BYU. Almost every girl hoped to meet the right man, and almost every boy hoped to find the right girl. Administrators and Church leaders consciously supported this role of the University, for they wished to see LDS students meet and marry people who shared their standards and religious ideals. Many parents from remote branches of the Church sent their

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40. “Come on In: Pinless Unit Boys Tossed in Pond,” *BYU Universe*, 12 February 1952.





A couple under the old Y bell on the western fringe of upper campus.

children to BYU because of its reputation as a center for LDS courtship and marriage. In the students' vocabulary it became known as a "happy hunting ground." Fulfilling their parents' and leaders' expectations, about ninety percent of the students who marry during their time at BYU marry in the LDS temple.<sup>41</sup>

### Standards of Conduct

Students who enroll at BYU commit themselves to abide by the standards of the LDS Church, including abstinence from the use of tobacco, alcohol, harmful drugs, tea and coffee, and in other ways abiding by the Word of Wisdom; keeping morally clean by maintaining the single standard of morality; being honest and true to one's self and to others; abiding by dress and grooming standards; and in other ways living high principles of Christian conduct. Cases of improper conduct are reported to the Standards Office, which works under the direction of the dean of student life and is commissioned to help those who need help, to counsel and advise and to suspend or even expel the rebellious. Willing conformity to these standards has added a clean and wholesome atmosphere to the campus.

The Honor Code or Code of Student Conduct is another important element of the standards of student conduct. The code is a modern adaptation of the standard of conduct prescribed by Karl G. Maeser in the early days of the Academy. Asked on one occasion what he meant by a code of honor, Maeser replied,

Place me behind prison walls — walls of stone ever so high, ever so thick, reaching ever so far into the ground — there is a possibility that in some way or another I may be able to escape. But stand me on that floor and draw a chalk line around me and have me give my word of honor never to cross it. Can I get out of that circle? No. Never! I'd die first!<sup>42</sup>

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41. L. H. Campbell to Ernest L. Wilkinson, 12 May 1975, Wilkinson Presidential Papers.

42. Alma P. Burton, *Karl G. Maeser: Mormon Educator*, p. 71.



The Honor Code means that every student admitted to the University is on his or her honor to abide by the standards of the Church and the school, to be honest and refrain from cheating or other dishonest acts, and to practice personal integrity in every way. Violators are reported to school officials. Although cheating has been a problem at BYU, it is not as much of a problem as has been reported in many other schools.<sup>43</sup>

Wilkinson continually exhorted students to maintain high standards of personal integrity. In March 1965 he said,

Honor is a strength which must come from within, not a condition maintained by pressure from without. . . . That man is honorable who within himself possesses character to do what is right because he knows it is right. . . . Every student who enters Brigham Young University signs a statement that he has read the Honor Code, thus indicating willingness to live by it. I trust that this was done seriously on your part because honor is the standard at BYU. It is not something to observe or put off according to your convenience. It applies not only to the classroom but should be an integral part of your life, both on and off campus. By your acceptance as a student at BYU you have taken upon yourself a responsibility to maintain the honor which is a tradition of the school. Moreover, you are representative of this unique university wherever you may go. Make sure you represent it faithfully.<sup>44</sup>

Not until the Oaks Administration was the legality of the Honor Code challenged in court. At that time a student published an article in a technical journal to which he signed not only his own name but also his professor's name without the latter's consent. After full hearings before a faculty committee, this student was suspended from school. In a suit brought by the student for damages against the University for his suspension and denial of the right to graduate, Utah Federal

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43. Reed H. Bradford, "The Honor System at BYU," address to faculty on 24 February 1959, BYU Archives.

44. "President Wilkinson Talks about Honor," *BYU Daily Universe*, 15 March 1965.

District Judge Willis Ritter held, in effect, that only "substantial compliance" with the honor code was required and that, by virtue of his expulsion, the student was excused from submission of a dissertation and from the final oral examination and that he should have been permitted to graduate. The court allowed a jury to award damages against Brigham Young University of \$88,283. On appeal to the United States Court of Appeals for the Tenth Circuit, the decision of the local federal judge was unanimously reversed, the court saying that "By this 'substantial' compliance standard, the jury was in effect instructed that a little dishonesty would not matter." The appeals court was so indignant over the decision of the lower court that, instead of ordering a new trial as would have ordinarily been the case, the circuit court ordered that the judgment be set aside and the case reversed, with instructions to enter judgment for Brigham Young University.<sup>45</sup>

### **Student-Administration Relationships**

Relations between the administration and the students at BYU during the Wilkinson years were generally good and constructive. Wesley P. Lloyd, Antone K. Romney, B. West Belnap, and J. Elliot Cameron, who served as deans of student life, advised student government, conveyed administrative directions, helped multitudes of individual students, and bridged what on many campuses during the 1960s erupted into a major cleavage between students and the administration. Although Wilkinson was extremely busy in the early years of his administration, he and his wife took time to sponsor Sunday night fireside chats in the president's home with small groups of students. The firesides were discontinued after a few years because of rising enrollment, but they

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45. "Ex-Student Given \$88,283 in Suit," *Salt Lake Tribune*, 1 March 1974; and "Court of Appeals Sets Aside Prior Ruling against Y," *Provo Daily Herald*, 16 April 1975.





Ernest L. Wilkinson unveiled as Cosmo by student body officers, including Rex Lee (right), who later became first dean of the J. Reuben Law School.

initially established a good feeling between students and administrators.<sup>46</sup>

On other occasions, Wilkinson endeared himself to students by praising them for their honesty, morality, and dedication, calling them “the greatest student body in all the world.” He once played the part of Cosmo, the student mascot, which caused a sensation when his mask was removed and his identity revealed. One year, after the students came back from whitewashing the block Y, Wilkinson participated in the annual race open to both students and faculty to catch a greased pig on the football field. Wilkinson caught the pig but in doing so ruined a new suit. For many years the last assembly of the year was presented by the faculty, and Wilkinson always participated, taking such parts as a knight in armor — on a real horse — or a sinner being judged by St. Peter and sent to Hades.

During the latter part of his administration, Wilkinson spoke every Sunday evening at a student fireside of two or more wards in which students were encouraged to ask him questions relating to the University. He enjoyed this and was at his best in extemporaneous repartee. This proved to be popular with the students and of benefit to the University.

One of the heartwarming aspects of student life on campus was that staff members often took as much interest in the students and had as much influence on them as did faculty members. Thus, Jean Fossum May, who was the head resident of Stover Hall, had such influence on her students in persuading them to go on missions that nearly 2,000 students of Stover Hall left for missions while she was head resident. She referred to them as her “sons of Helaman.” She had such magnetic influence on her students that one time when her automobile broke down the students volunteered to take it downtown and have it fixed. Instead of bringing it back to her, they all contributed to a fund and purchased her a new car. Delbert Brown, a custodian in the Smith Fieldhouse, had such

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46. Ernest L. Wilkinson to Harvey L. Taylor, 6 July 1953, Wilkinson Presidential Papers.



influence on students who worked for him that many years after graduation they would come back to campus and visit him to thank him for the moral leadership he had given them.

### **An Island of Tranquility in a Sea of Violent Turbulence**

BYU came into national prominence during the 1960s because of the relative serenity of the campus during a period when riots, bombings, burnings, strikes, and student violence were erupting on hundreds of college and university campuses throughout the United States. The situation nationally was aggravated because well-organized extremist groups were being formed among the students by off-campus leaders with extensive records of past revolutionary activity.<sup>47</sup> Dr. James M. Nabrit, Jr., president of Howard University, the nation's largest predominantly Negro college, stated that he found his students being influenced by hard-core Communists who had been thrown out of the NAACP several years before.<sup>48</sup> Government agencies observed the same kind of people participating in campus disorders almost everywhere they occurred.<sup>49</sup>

Every feasible excuse for student concern or unrest was fanned into a massive wave of protest, with the result that many large universities, from the University of California at Berkeley to Columbia University in New York City, were literally taken over for days at a time while administrators helplessly pleaded with the rioters to release hostages and withdraw from administrative buildings and classrooms which they had forcibly occupied. The United States had never experienced anything like it before.

The first significant student-oriented outburst of violence occurred on 13 May 1960 when 1,500 students converged on

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47. "Intelligence Report on Today's 'New Revolutionaries,'" *Readers Digest* 95 (October 1969):121-26.

48. "More Campus Unrest: Are Reds to Blame?" *U.S. News and World Report*, 10 May 1965, p. 14.

49. The House Committee on Un-American Activities published frequent reports from 1960 to 1969 on subversive elements operating within student protest movements.

a hearing of the House Committee on Un-American Activities which was meeting in San Francisco. The melee eventually involved around 5,000 people.<sup>50</sup> In 1964 the University of California at Berkeley campus became the official launching platform for the Free Speech Movement. Its leaders demanded the right to bring political agitation to campuses and to disrupt the normal functioning of university life.<sup>51</sup> The furor reached a point where more than 800 students were arrested.<sup>52</sup> By 1965 the dimensions of campus unrest had been broadened to include domestic racial problems, the draft, drugs, coeducational dormitories, student control of curriculum, student determination of administrative policies, the exclusion of the police from college campuses, and a multitude of other issues more directly related to local situations. An especially volatile topic was United States foreign policy and the war in Vietnam. Strikes, the disrupting of classes, sit-ins, attacks on teachers, holding administrators as hostages, and similar tactics were eventually escalated to include widespread destruction of educational facilities.

With each succeeding year the violence mounted. During the 1968-69 academic year, disruptive and violent protests resulted in over 4,000 arrests; the following year saw about 7,200 arrests. During the period from 1 January 1969 to 15 April 1970, a total of 8,200 bombings, attempted bombings, or bomb threats were attributable to "campus disturbances and student unrest."<sup>53</sup> J. Edgar Hoover, director of the Federal Bureau of Investigation, reported that for the school year 1969-70, "There were 1,785 demonstrations on college campuses during which 313 campus buildings were reported seized, eight people killed, 462 injured, and damages to educational facilities were estimated at \$9.5 million. . . . The dis-

50. "Back of San Francisco Rioting: Red Agitation," *U.S. News and World Report*, 30 May 1960, p. 12.

51. "From J. Edgar Hoover: A Report on Campus Reds," *U.S. News and World Report*, 31 May 1965, p. 84.

52. "More 'Leftist' Trouble on the Campus," *U.S. News and World Report*, 12 December 1966.

53. *Report of the President's Commission on Campus Unrest* (Washington, D.C.: Government Printing Office, 1970), pp. 38-39.



turbances [during the 1971-72 school year] . . . resulted in injuries to 104 policemen and school authorities and forty-seven demonstrators, four deaths, and property damage estimated at \$4.25 million."<sup>54</sup>

From the outset of the riots on other campuses, President Wilkinson made it a practice to include in his annual address to the entire student body at the beginning of the school year a crisp statement that student participation in any serious disturbance or riot would result in dismissal from BYU. On many campuses such a statement might have created a storm of volatile protest in the name of academic freedom, but this was not the feeling among students and faculty at BYU. On several occasions when the president announced this policy, the students enthusiastically responded with a standing ovation. The president continually commended the BYU student body for its responsible rejection of several attempts by outsiders to infiltrate the campus. When the SDS (Students for a Democratic Society), a radical student organization, demanded the right to organize on campus, the administration, with the support of the student body, flatly refused the request.

During the entire period of national unrest there was not a single protest march or antiadministration rally on the BYU campus. Erwin D. Canham, editor-in-chief of the *Christian Science Monitor*, noted the advantage which BYU enjoyed during the riotous sixties. He wrote:

Brigham Young University, in Provo, Utah, is a vast, swiftly growing institution under the control of The Church of Jesus Christ of Latter-day Saints. Its students are profoundly motivated by their religious commitment. President Ernest Wilkinson has maintained firm standards of faculty control and student discipline. His students, however, reflect the mores of their faith in their daily lives. Among other things, they have little sympathy for conscientious objection. Many of them have served valiantly in all recent U.S. wars. . . . Family units are zeal-

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54. *State, Justice, Commerce, the Judiciary, and Related Agencies Appropriations* (Washington, D.C.: Government Printing Office, 1971), p. 267.

ously maintained in close relationship. Religious discipline permeates all aspects of individual conduct. Naturally, even in the relatively freer atmosphere of university life, these standards and inner controls hold over. Thus the university is able to preserve order within itself and in its general community.<sup>55</sup>

Even when, during the late 1960s, revolutionaries seized as their main issue the popular protest against the Vietnam War, the student body at BYU remained calm. The overwhelming majority of students followed the advice of the First Presidency of the Church given in 1942 that when the "manhood of the Church" was called "into the armed service" of their country, "their highest civic duty requires that they meet that call."<sup>56</sup> In 1955, President David O. McKay said, "Even though we sense the hellish origin of war, even though we feel confident that war will never end war, yet under existing conditions, we find ourselves as a body committed to combat this evil thing. With other loyal citizens we serve our country as bearers of arms rather than remaining aloof to enjoy a freedom for which others have fought and died."<sup>57</sup>

As a result of BYU's singular record of peace and order, President Wilkinson was called upon to make a number of addresses to gatherings throughout the country on the reasons for the unrest and in many cases outright anarchy on college campuses. One of these was an address he gave on 24 July 1970 at the annual encampment of the internationally recognized Bohemian Club at the club members' annual re-

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55. "Campus Upheaval: BYU Retains Student-Faculty Discipline," *Salt Lake Tribune*, 28 October 1970.

56. James R. Clark, comp., *Messages of the First Presidency*, 6 vols. (Salt Lake City: Bookcraft, 1965-75), 6: 159. The attitude of the students at BYU undoubtedly was influenced by the patriotic sentiments of President Wilkinson. Wilkinson insisted that the South Vietnamese had the same right to freedom as did the American patriots in the Revolutionary War. Having this conviction, he disagreed vigorously with the no-win policy of the United States. He predicted that, because of this policy, the Communists would ultimately take control of South Vietnam (see Ernest L. Wilkinson letter to the editor of the *Salt Lake Tribune*, published 3 June 1975).

57. David O. McKay, *Pathways to Happiness*, p. 366.



treat in California. The membership of this society includes top business, governmental, and industrial leaders, presidents of universities, and other prominent leaders in the United States and abroad. The retreat serves as an annual vacation and educational forum and is attended not only by leaders from America but from many foreign countries. At this retreat Wilkinson was introduced by Dudley Swim, chairman of the board of National Air Lines, a former president of the Alumni Association of Stanford University, a cofounder of Stanford Research Institute, and a member of the board of trustees of what came to be known as the California State University and College System (which includes all institutions of higher learning maintained by the State of California except the different campuses of the University of California). Introducing Wilkinson, Swim stated that he was greatly disturbed by the riots that had taken place on American campuses and the lack of control of them by presidents of universities. He wanted the audience to know that Brigham Young University had been free from disturbances and that Wilkinson had been asked to give his philosophy as to the proper administrative control and management of a university. His address was entitled "Academic Anarchy vs. Management of Universities."<sup>58</sup>

Reviewing the record of student protests, Wilkinson recalled that there were for the year ending in June 1970 a total of 1,785 demonstrations on the 2,300 American college campuses. He asserted that the leaders of these riots openly admitted that their intent was "the destruction of our existing social order." Admitting that the universities themselves were not entirely to blame for what had happened,<sup>59</sup> he nevertheless

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58. Under the rules of the Bohemian Grove Encampment, speeches given there were not allowed to be reported. This summary of Wilkinson's remarks is therefore taken from essentially the same address, which he gave to the Los Angeles Rotary Club on 19 March 1971. The speech was reprinted in *Journal of the Honor Society Phi Kappa Phi*, fall 1971, pp. 30-40.

59. Wilkinson stated, "We will not entirely reform our universities in this country until we reform our society. We are failing as a nation because parents . . . pay too little attention to the proper training of their sons

asserted that the universities themselves must plead guilty to having permitted destructive disturbances and riots and in some cases loss of life on their campuses. Among others, he gave these affirmative suggestions for reform of universities:

1. The university must abandon the idea that it is a law unto itself and that a campus is an asylum for those who would spawn seditious ideas and otherwise violate the law.
2. The philosophy of many academicians that "education is not the business of the legislatures" and that legislatures should never interfere with the governance of universities is completely wrong.
3. Boards of trustees need to reassert their duties and prerogatives as trustees; many trustees did not even know what was going on at their universities.
4. Boards of trustees should give almost exclusive power to the presidents of institutions to carry out decisions of those boards and maintain law and order on their campuses: "Unfortunately in many institutions the boards have delegated so many administrative functions to the faculty that when a crisis arises the president is often powerless to act. . . . Imagine Dr. Hayakawa having to wait for a faculty senate to tell him whether he could jerk the wires off an unauthorized sound truck. . . . If the president is unable to maintain proper law and order on a campus the remedy is to get a new president."
5. Teachers should be equally if not more concerned with teaching than with research.
6. Any faculty member who condones or encourages riots or revolution should be discharged.
7. Universities should abandon their loose ideas of permissive education and lack of discipline and restore to the campus the rigorous discipline which made our institutions great centers of learning and not of revolution.
8. Laws concerning disturbances and riots need to be more vigorously enforced and judges must be more se-

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and daughters. . . . Teachers are less concerned with effective teaching than they are with 'research grants.' . . . Too many men of the cloth have forgotten to minister their flocks and have discontinued preaching the word of God."



vere in their judgment: "It is shocking to me as a lawyer to note that although hundreds of students have been arrested around the country, few have been brought to trial."

At the conclusion of his address, Wilkinson was given a long standing ovation. Because of the distinguished audience, this speech further enhanced the reputation of BYU. Wilkinson was invited to give the same address to audiences in different parts of the country, such as the Executive Club in Chicago, which has the largest membership of any civic club in the United States, and he always received standing ovations. Some members of his audiences (not members of the LDS Church) sent their children to BYU or urged others to attend the institution.

In a June 1969 interview, President Wilkinson was asked why BYU "had been spared the ordeal of 'sit-in' demonstrations." He gave three reasons. First was his belief that BYU students had learned to honor both authority and the discipline standards in their homes to a greater degree than average college-age youth. Second was his confidence that BYU students were "a little more mature than most undergraduate student bodies," primarily because of the number of young men and women who had served two years as missionaries for the LDS Church. They brought experience and insight to campus and promoted a standard of behavior not found in most other student bodies. Finally, Wilkinson attributed his annual letter to all the parents as one reason for not having riots. That letter repeatedly stressed that enrollment at BYU was a high privilege, an honor, not a right. Anyone unable to conform to the code of conduct would be asked to leave.<sup>60</sup>

The absence of student unrest brought many commendatory comments, especially from the conservative press. Appearing as the lead editorial in the *Chicago Tribune* in May 1969 was the following:

As the dust settles at some campuses and others pre-

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60. Interview with Ernest L. Wilkinson, 3 June 1963, Wilkinson Presidential Papers.

pare to meet their own unmakers, it is refreshing to take a look at Brigham Young University in Provo, Utah. . . .

The students are clean-cut. The hippie look is almost non-existent. Students stand when the "Star Spangled Banner" is played. The ROTC is respected and growing. Classes are well taught and well attended. Brigham Young has never had a serious demonstration. . . .

It is a religious school run by the Mormon church and has a long tradition of discipline. . . . The fact that these rules are adhered to without riotous protests suggests a respect for authority and tradition that is rapidly disappearing at other institutions with vastly more years and tradition behind them. The students at Brigham Young seem to be more interested in getting a good education than in reforming everything in sight.<sup>61</sup>

Sentiments similar to these appeared in other publications, including *U. S. News and World Report* and the *Los Angeles Times*.<sup>62</sup> BYU thus appeared as a patriotic bastion and exemplar in student behavior to many conscientious observers across the country.

### Short Skirts and Long Hair

The only serious student-administrative controversies during the Wilkinson years occurred as a result of the president's pressure to maintain traditional dress, grooming, and dance standards. According to the standard, young women were to wear dresses "of modest length," and anything considerably above the knee was considered improper. In fall 1969 registration alone, Dean of Women Lucille Petty reported that 201 girls were interviewed at the Fieldhouse for wearing dresses which were too short.<sup>63</sup> On at least one occasion, Wilkinson himself stopped a young coed and demanded that she report to the University Standards Office because the dress she was

61. "A Helpful Tip from Utah," *Chicago Tribune*, 4 May 1969.

62. See "A University without Trouble," *U.S. News and World Report*, 20 January 1969, pp. 58-59; and John Dort, "BYU: A Campus of Peace and Patriotism," *Los Angeles Times*, 23 March 1970.

63. Lucille Petty to Ernest L. Wilkinson, 2 December 1969, Wilkinson Presidential Papers.



wearing “offended Church standards.”<sup>64</sup> Some students felt that the administration was carrying the standards crusade too far.

While the problem with dresses was developing, the slacks and pantsuit controversy blossomed. At first the administration would not allow girls in pants to come onto campus. Gradually this rule was relaxed until girls in modest slacks or pantsuits were accepted everywhere on campus except for work in various offices. Nonetheless, despite some efforts at reasonable accommodation, the University continued its policy of enforcing guidelines for modest dress. In the spring of 1971 the Board of Trustees modified this policy to permit modest pantsuits for women. President Oaks’s initial letter to parents of students reaffirmed this policy:

The Board of Trustees, which established the Dress and Grooming Standards, reviewed and reapproved these standards this spring with only two minor modifications: 1) adding “culottes, slacks or modest pantsuits, not to include levis,” to the acceptable women’s wear for attendance at classes, and 2) specifying “modest length” as the standard for women’s hemlines. These two changes reinforce the individual student’s responsibility to be modest and consistent with Gospel standards in all forms of dress.<sup>65</sup>

Some male students resisted the standards for hair length. Men were not to wear hair that covered the ears or fell below the shirt collar. Wilkinson, along with many in the Church in the context of the times, associated long hair with the beatnik and hippie movements, the drug culture, loose morality, and student rebellion. The tenacious enforcement of these grooming styles during the Wilkinson Administration was seen by some as a reaction to the revolts on campuses across the country. It was not hair itself, but what long hair symbolized to many that touched off the real controversy. Oppo-

64. Ernest L. Wilkinson to Gary Carver, 15 October 1970, Wilkinson Presidential Papers.

65. Dallin H. Oaks to parents of BYU students, 3 August 1971, Wilkinson Presidential Papers.

nents of the BYU dress and grooming standards were loud in their criticism, wondering why they couldn't wear long hair if early Church leaders did. The administration, however, stood its ground and, as in the case of short skirts for women, made long hair for men a disciplinary offense.<sup>66</sup> Always willing to do what he expected other administrators and faculty members to do, Wilkinson accosted students on campus and instructed them to abide by the standards. In this concern for student behavior Wilkinson was reminiscent of Karl G. Maeser. He was also reflecting views expressed by General Authorities of the Church.<sup>67</sup>

Another area where a warm difference of opinion arose between the administration and a minority of students had to do with the styles of dancing on campus. By 1965, dances like the "twist," "limbo," "swim," and "jerk," were countenanced almost everywhere else and were widely popular among young people. But President Wilkinson and many in the administration attempted to curtail these new faddish styles of dancing. Dances were supervised; bands were screened and discouraged from playing loud, sensual music; and the Dance Department of the College of Physical Education was officially instructed to offer more ballroom and round dancing classes in order to teach students traditional dances.

Wilkinson's adamant attitude brought him both mild rebuke and praise. Reported Dallas Townsend of CBS News from New York,

Now in case you are thinking of a swim at Brigham Young University, forget it, at least on the dance floor. Student officials of the Mormon institution at Provo, Utah, have decided that "the swim, the jerk, and other suggestive

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66. J. Elliot Cameron, Weekly Minutes, 27 November 1968, Centennial History files, BYU Archives.

67. In his address to the student body on 16 September 1974, President Spencer W. Kimball said that dress and grooming immediately classify people. He encouraged BYU students to follow carefully Church guidelines in dress and grooming ("Honor Covenants, Students Admonished," *BYU Daily Universe*, 20 September 1974; see also Dallin H. Oaks to Duane R. Ashton, 10 August 1971, Wilkinson Presidential Papers).



dance fads" that cannot conform to the standards of the Mormon Church cannot be permitted. . . . The announcement was greeted with the customary mixed feelings. Said one coed: "What do they want us to do, the minuet?"<sup>68</sup>

In contrast to this reaction, Myron G. Ryder of Dance Masters of America wrote President Wilkinson, "Allow me [to] add my congratulations to those felt by many for this outstanding suggestion and action. . . . Nothing has done society more harm than the latest fad dances . . . from the standpoint of being ungraceful, vulgar, suggestive, and a demoralizing influence on society in general."<sup>69</sup>

Because of administrative efforts and those of the ASBYU Social Office aimed at curtailing fad dances, some students began to go off campus for dance and recreation. Even so, University records indicate that in 1964-65 there were more than 77,000 in attendance at evening dances at BYU and 12,700 at matinee dances.<sup>70</sup> Once the heat of the confrontation cooled, a compromise was reached. Moderate rock dances were permitted, although hard rock music and fad dancing were not condoned. Extremely loud music is still not allowed on campus.

Some thought this and other student-administrative conflicts were due to a lack of understanding, communication, or compromise. That was only partly true. Wilkinson believed that BYU, as the flagship of LDS Church education, had to set a proper example of dress, dance, and behavior in keeping with the Mormon philosophy that men and women should shun the world and all its unseemliness. Nevertheless, there was a small minority of students which failed to support administrative policies and practices.<sup>71</sup>

68. Transcript of CBS newscast heard at 6:00 A.M. on 5 October 1965 over radio station KSL, Wilkinson Presidential Papers.

69. Ryder to Wilkinson, 11 October 1965, Wilkinson Presidential Papers.

70. Klea Worsley to Ernest L. Wilkinson, 3 July 1975, Wilkinson Presidential Papers.

71. See Ray Beckham and Ron Hyde report in Administrative Council Minutes, 6 March 1967.

### **Broadening Spiritual Awareness**

BYU traditionally made LDS religion classes mandatory each semester for every undergraduate student. This developed a religious awareness, a theological understanding, and, in many instances, a desire among students either to continue living righteously or to reform their lives. It would be a mistake, however, to assert that students at BYU have had no questions about religion. In 1960, Wilkinson asked the entire faculty to list "specific subjects which have been raised by students in which there seemed to be a possible conflict between these subjects . . . and some principle of the Gospel."<sup>72</sup> The responses indicated that there were a number of questions giving concern to some students. They did not accept all of the Mormon precepts blindly, but were open minded and wanted to be enlightened by learning, faith, and prayer. Some of the questions which concerned them were the Mormon concept that man did not descend from some other type of life; the Mormon opposition to birth control except in cases where pregnancy would seriously impair the health of the mother; the Mormon advice that except in cases of necessity the first duty of a woman is to have a family and, unless necessity intervenes, to care for her children and not work outside of the home; whether a person who had made little progress in the preexistence would have full opportunity to excel in this life; whether the Church, in refusing the priesthood to blacks, was consistent with the Mormon belief that all men are God's children; why prayer and religious faithfulness in Church activity did not automatically yield academic success; and whether a person can know without question whom he or she should marry.

Two significant studies conducted in 1935 and in 1972 indicated that during the intervening thirty-seven years there was a noticeable improvement in the spiritual commitments and religious orthodoxy of BYU students. In 1935, seventy-four percent of the BYU students believed that God gives

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72. Wilkinson to members of the faculty, 25 April 1960, Wilkinson Presidential Papers.



revelation, when needed, to Mormon authorities today; in 1972, ninety-eight percent of the students believed in that basic Mormon doctrine. In 1935, seventy-four percent of the students believed that prayers are sometimes answered by Divine intervention; by 1972 the positive response had increased to ninety-five percent. With respect to Church attendance, in 1935 there was an average religious attendance of sixty-six percent per week; by 1972 it had increased to ninety-seven percent. On the fundamental question of whether the students questioned would be obedient to Church authority if it went strongly against their personal desires, in 1935 only forty percent responded affirmatively. In 1972 more than eighty-one percent responded affirmatively. Finally, the percentage of those convinced that their faith in the Mormon Church increased at BYU almost doubled, from forty-one percent in 1935 to more than eighty-one percent in 1972. These, in general, are representative of the twenty-two questions answered in each study.<sup>73</sup>

Thus, BYU students of the 1970s appear to be more active in their Church duties than their counterparts in the mid-1930s, and there are several reasons for this. Because most LDS students attend seminary classes in high school, they have a good understanding of Church teachings before they come to BYU. An increasingly large number of Mormon youth serve missions, and returned missionaries comprised a growing percentage of the BYU student enrollment during the Wilkinson years. In the past forty years the Church has given much greater emphasis to the Word of Wisdom.<sup>74</sup> In addition, the system of student stakes and branches has greatly contributed to BYU students' increased participation in Church activities and commitment to fundamental LDS beliefs. Wilkinson himself stated many times that these increased opportunities for religious instruction and for reli-

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73. The interview in 1935 included 1,297 students; the one in 1972 included more than 1,073 students.

74. Paul H. Peterson, "An Historical Analysis of the Word of Wisdom" (M.A. thesis, Brigham Young University, 1972), pp. 90-103.

gious participation constituted the greatest achievement of his administration.<sup>75</sup>

### **Devotionals, Forum Assemblies, and Firesides**

From the beginning of Brigham Young Academy, devotional and other assemblies were one of the dominant and distinguishing characteristics of the school. More than anything else, devotional assemblies unified the student body. During the Maeser Administration, short devotional assemblies were held every school day in the old Lewis Building and, after it burned down, in the ZCMI warehouse. When the Academy Building on lower campus was completed in 1892 and Benjamin Cluff became principal of the school, these devotional assemblies were held daily in Room D. After College Hall was completed in 1898, the assemblies moved to its 800-seat auditorium.

When the Maeser Memorial was completed in 1911, it contained an assembly room which seated 260 students. For a while devotionals for college students were held there, while high school students continued to hold their devotionals in College Hall. President Edwin S. Hinckley presided over the collegiate devotionals, and President Brimhall continued presiding over the devotionals on lower campus. Later, they were combined into one meeting in College Hall, and they continued to have a potent influence during the Brimhall and Harris administrations. Many students remembered the powerful motivation of the addresses given at these devotionals as much as, if not more than, the instruction given in their classes.<sup>76</sup> Dr. O. Vern Knudsen, a student during this time who later became chancellor of the University of California at Los Angeles, often used these devotional addresses as predicates for his own speeches.

As enrollment grew during the Harris Administration, College Hall became too small to accommodate the student body,

75. "Dr. Wilkinson Explains His Decision," *BYU Daily Universe*, 10 March 1971.

76. Interview with Wayne B. Hales, David J. Wilson, Robert H. Hinckley, and Ernest L. Wilkinson, Centennial History files, BYU Archives.



and the short, daily devotional assemblies were reduced to two longer assemblies a week. After 1940, devotionals were held in the 1,044-seat auditorium of the Joseph Smith Building, but it could not seat the growing student body during the McDonald years, and because they could not obtain seats, many formed the habit of not attending these assemblies. When Wilkinson became president, attendance at devotionals averaged only 300 or 400 students. With completion of the George Albert Smith Fieldhouse in 1952, attendance at devotionals rose to 3,484, or fifty-six percent of the student body. Dedicated to these large assemblies, which he felt engendered student body solidarity and enthusiasm, Wilkinson arranged in 1958-59 for three assemblies a week, one the traditional devotional featuring Church leaders, one a forum assembly featuring prominent national speakers, and one a student assembly in which the students provided their own programs.

Though a large percentage of the student body supported the assemblies, Wilkinson felt the need to increase attendance. He told Harvey Taylor and Leland Anderson, "I recognize that some may think that I am not a realist on this matter, but after having studied and prayed about it for a long period of time, I am still of the opinion that we cannot say we are successful at this institution unless we have three out of every four students in attendance at our Devotional services."<sup>77</sup>

In an effort to increase attendance at devotionals, President Wilkinson suggested to President David O. McKay that every General Authority should speak in a devotional assembly. President McKay approved this request, and practically every General Authority, as well as other leading Church officers, spoke at a BYU devotional during the Wilkinson Administration. Preston Nibley, assistant Church historian, articulated what many of the speakers felt: "That was a magnificent audience you permitted me to speak to yesterday. They are all so young and so alert. I could feel their response to every word I said. My, what an opportunity you and your faculty have, to work with a group like that — to mold their opinions and build

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77. Wilkinson to Taylor and Anderson, 27 November 1957, Wilkinson Presidential Papers.

up their confidence in the Church and its achievements and destiny. I envy you this opportunity.”<sup>78</sup>

During the Wilkinson and Oaks administrations, students were inspired by devotional addresses from each of the four presidents of the Church (David O. McKay, Joseph Fielding Smith, Harold B. Lee, and Spencer W. Kimball). President George Albert Smith was terminally ill the first two months of President Wilkinson’s administration and did not speak during that time. However, he had spoken to the students several times during prior administrations. Each of the others spoke to the student body several times, delivering such messages as “Five Ideals Contributive to a Happy Enduring Marriage” (David O. McKay), “Sealing Power and Salvation” (Joseph Fielding Smith), “Be Loyal to the Royal within You” (Harold B. Lee), and “Be Ye Therefore Perfect” (Spencer W. Kimball). Others from among the inspiring addresses given were the authoritative discourse of President J. Reuben Clark, Jr., on “Who Was This Jesus?”; President Stephen L Richards’s eloquent address on “Missionary Work”; Elder Ezra Taft Benson’s patriotic address on “Vietnam — Victory or Surrender”; Matthew Cowley’s powerful address on “Miracles”; Adam S. Bennion’s captivating presentation on “What Will You Make of Your Life?”; LeGrand Richards’s ringing “A Marvelous Work and a Wonder”; Marion G. Romney’s profound talk distinguishing Socialism from the “United Order”; and Bruce R. McConkie’s informative talk on “The Ten Commandments of a Peculiar People.”<sup>79</sup>

Besides arranging for inspiring speakers, the administration made other efforts to increase attendance at devotionals. Wilkinson, in particular, believed the faculty should attend and set a proper example. When some of them did not (especially in the early 1950s), he sent a personal letter requesting an explanation.<sup>80</sup> In addition, academic credit was given for

78. Nibley to Wilkinson, 30 October 1952, Wilkinson Presidential Papers.

79. Other addresses were just as inspirational; the above are listed as representative.

80. Ernest L. Wilkinson to Hugh B. Brown, 28 August 1951, Wilkinson Presidential Papers.



attendance at devotionals. Students could use this half-hour of credit per term to help meet graduation requirements in religion.

Other means were devised to provide students with opportunities for religious learning. In May 1953, at the request of President Wilkinson, permission was granted to broadcast the priesthood session of general conference by closed circuit television to the Smith Fieldhouse. This program was so successful that by 1975 the service was extended to 1,000 priesthood assemblies in the United States, Canada, and Australia.

Devotional addresses also were televised to several areas on campus, such as the Wilkinson Center. However, when the student body grew to around 25,000, only about one-half of them could be accommodated in the George Albert Smith Fieldhouse, and only about 2,500 could have comfortable seats. Further, although the devotionals were carried to other parts of campus by closed-circuit television, many students insisted that closed-circuit television was a poor substitute for actually seeing and hearing the speaker in person. Therefore, the percentage of student attendance decreased. In 1952-53 there was an average attendance of 3,484, representing slightly more than fifty-three percent of the student body and faculty; in 1970-71 there was an average attendance of 8,505. Although this represented only thirty-four percent of the student body and faculty, it nearly taxed the seating capacity of the fieldhouse and at times exceeded it.

Once again, administrators felt that the University, in view of its long devotional tradition, needed an assembly hall where all of the students could be accommodated in one location. In view of an enrollment ceiling of 25,000, the administration could now plan on a building that would permanently accommodate the student body. Accordingly, on 1 November 1967 the Board of Trustees authorized the construction of the Marriott Center, with a seating capacity of nearly 23,000. The Marriott Center was not completed until about 1 January 1972. The workmen had barely finished the floor for the Cougar Classic held the first week of December 1971, and the people who attended the tournament sat on the

concrete steps rather than seats, which were installed later. The Marriott Center was not available for public functions until the latter part of 1971-72. The first devotional held there was on 18 April 1971 (during the Oaks Administration), with 12,276 in attendance to hear President Joseph Fielding Smith speak.<sup>81</sup> When President Harold B. Lee spoke on 11 September 1973, there was a crowd of 23,203, or slightly more than the capacity of the Marriott Center, and when President Spencer W. Kimball spoke on 17 September 1974, he had an audience of 24,265, with students being seated in the aisles and in every available space, making this the largest attendance ever in the Marriott Center — much larger than for basketball games.

Unfortunately, unlike the large increase in attendance when the George Albert Smith Fieldhouse was built, the *average* attendance at devotionals in the Marriott Center was disappointing. Average attendance at devotionals during the entire Wilkinson Administration, when twenty-five to thirty devotionals were held each year, was thirty-seven percent of the faculty and student body.<sup>82</sup> Although President Oaks continuously urged attendance of both faculty and students during the 1974-75 school year, with a total of 16 devotionals there was an average of 8,454, which is less than thirty-three percent of the faculty and students.

Forum assemblies were well supported the first few years they were held during the Wilkinson Administration, with an average attendance of more than fifty percent of the daytime student and faculty enrollment. However, as was the case with devotional attendance, the average attendance gradually declined to around twenty-four percent by 1970-71. Average attendance at forum assemblies during the entire Wilkinson Administration, when twenty-five to thirty forums were held

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81. Since that time, devotional and forum assemblies for fall and winter semesters and for spring term have been held in the Marriott Center. During the summer term they have been held in the de Jong Concert Hall of the Harris Fine Arts Center.

82. Annual reports for attendance at forum, devotional, and student assemblies, 1952 to 1972, UA 475, boxes 1 and 2, BYU Archives. Statistics include attendance from September through May.



each year, was thirty-two percent of the faculty and student body.<sup>83</sup> During the Oaks Administration, and despite the accommodations of the Marriott Center, the downward trend accelerated. During the 1975-76 school year, with a total of twelve forums being held, there was an average attendance of 2,944, which is less than twelve percent of the student body and faculty.<sup>84</sup> In an effort to obtain greater support, the Oaks Administration decided to have only one assembly instead of two each week. By this system, forums were held one week and devotionals the next on an alternating basis. But even this curtailment of one-half of the assemblies has not remedied the declining attendance. In his address to the faculty on 28 August 1975, President Oaks commented:

I invite your attention to the pitiful record at Forum Assemblies. When we discontinued the required attendance and credit at Forum Assemblies [attendance was required for one-half hour credit per semester], the attendance immediately dropped from about 20% to 13% in the Fall Semester and to 8% in the Winter Semester, and it has been steadily falling since that time. This has occurred during a time when we have had Forum Assemblies less frequently, and, in my judgment, have had a far higher quality of Forum Assembly speakers. I consider this evidence of a lack of intellectual curiosity on the part of our faculty and students to be one of the most discouraging events of the last four years. . . . These assemblies are an integral part of the educational experience at Brigham Young University. I am persuaded that we will never improve our attendance until we have the invariable endorsement and personal example of attendance by all members of the faculty.

Several explanations have been offered for the declining attendance at both devotional and forum assemblies. The size of the student body does not lend itself to generating the enthusiasm of a smaller student body; increased emphasis on

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83. Ibid.

84. Dallin H. Oaks to Ernest L. Wilkinson, 12 April 1976, Wilkinson Presidential Papers.

academic achievement does not, in the opinion of many students, give them the time to attend devotional and forum assemblies they once had; the credit of one-half hour per semester for attendance at either devotionals or forum assemblies or one hour for both was discontinued; and many think the faculty has been encouraged to devote more time to research and creative activities at the expense of assemblies. Whatever the reasons, unless this trend can be abruptly reversed, the University will have lost in large part the strength, unity, and vitality of one of its greatest traditions and most powerful unifying influences. One devotional every two weeks with an average attendance of less than thirty-three percent of the students and faculty and one forum every two weeks with an attendance of only fourteen percent of the students and faculty does not meet the standards the University has set for itself.

Although they have not compensated for the declining attendance at devotional and forum assemblies, combined monthly stake firesides have been a very successful program during the Wilkinson and especially the Oaks years. Begun in 1958 as one fireside at the start of the school year, firesides developed into a traditional part of the evening of the first Sunday of each month. In 1972-73, the first year in which these firesides were held in the Marriott Center, seven firesides during the fall and winter semesters had an average attendance of 14,338, or approximately fifty-nine percent of the student body; in 1973-74, eight firesides achieved an average attendance of 15,217, or approximately sixty-three percent of the student body; in 1974-75, eight firesides had an average attendance of 15,288, or sixty-one percent of the student body; and by 1975-76, attendance at firesides averaged almost 18,000, or about seventy percent of the student body. While it was anticipated that participation would be even greater than this, it should be realized that this attendance is nearly twice the size of the attendance at general conferences of the Church in Salt Lake City and represents the largest average LDS Church gatherings anywhere in the world to date.



## Early Church Branches at BYU

In addition to all other spiritual programs on campus, BYU has developed a unique ecclesiastical organization. In the Maeser period, Utah Stake was the local ecclesiastical division of the LDS Church. In fact, the stake served most of Utah County. As the years passed and population grew, many other stakes were formed throughout the county. On 19 February 1939, Provo Stake was organized from parts of the old Utah Stake. On 13 April 1947, still another division resulted in the creation of East Provo and Orem stakes. Three weeks later, on 4 May 1947, the West Utah Stake was formed. Further stakes have been added (including the Sharon stakes) as Provo population has increased. There are now more than thirty stakes in Utah County (apart from BYU stakes).

All of these stakes were designed to accommodate the LDS population in and around Provo. For many years, the BYU student body was absorbed into the surrounding stakes, either in separate student wards or as part of the local wards. In October 1947 the Campus Branch, with a membership of 600, was organized as a unit of East Provo Stake. A Wymount Branch, designed especially for married students, also was formed and made a part of the same stake. On 8 November 1953 a third unit, the North Campus Branch, was organized to accommodate the growing student enrollment. It too was part of East Provo Stake. The stated purpose of these branches was to allow students to meet and to become actively involved in Church programs. The branches soon grew to unmanageable dimensions. By January 1953 the Campus Branch had swollen to a membership of 1,209, with an average attendance of 1,500 at sacrament service since many brought dates and visitors. Thirty-six to forty-eight priesthood bearers were needed to pass the sacrament. On one occasion, 2,100 people attended a Sunday School service. The branch was staffed by approximately 500 officers and teachers, including two branch secretaries and nine branch clerks. This and the other student branches were staffed entirely with student officers, including the branch

presidency.<sup>85</sup> The spirit of unity, testimony, and cohesiveness was extremely strong in these branches (they were not called wards because they were student operated and did not have the entire ward program, including a Primary organization and high priests group). They served a vital function in encouraging the students to remain strong and active in the Church.

Nevertheless, it was becoming increasingly obvious that some major changes would have to be made in order to accommodate ecclesiastically the rapidly rising tide of students.

### **Problems with Social Units**

Burgeoning enrollment was not the only factor encouraging BYU administrators and LDS Church leaders to expand the role of campus branches of the Church. Wilkinson and others desired to see BYU social activities restructured along Church lines rather than through the traditional social units. These campus clubs were very prominent during the early Wilkinson years. In 1952 the women's social units included O. S. Trovata, begun in 1920; Cesta Tie (1928); Val Norn (1928); Fidelas (1930); ToKalon (1948); Alta Mitra (1952); Alcyone (1952); and Ri Vida (1952). Membership in these women's social units was reserved for a certain number of girls, and their exclusive activities included special dances, banquets, outdoor parties, initiations, and Homecoming floats. The male social units in 1952 included Tausig, organized in 1915; Brickers (1917); Vikings (1928); Val Hyric (1928); Brigadier (1931); Gamma Tau (1947); Knights Templar (1948); Athenian (1952); and Saxon (1952). These social units also were characterized by select membership, athletic activities, winter ice sculpturing, assembly presentations, and dances. Such groupings and their various activities created a strong social sense of unity among specific groups of students. They had some of the same attributes as the Greek fraternities and sororities which existed on campuses across the country. Pres-

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85. "Campus Branch Membership Exceeds 1,200; 500 Officers," *BYU Universe*, 22 January 1953.



ident Wilkinson was opposed to what he felt to be their selectivity, their ostracization processes, and their undemocratic flavor. At no time during the decade of the 1950s did more than twenty percent of the entire student body gain admittance to these social units, although most students were not opposed to them.<sup>86</sup>

In May 1952, Wilkinson wrote to a group of faculty members,

All practices and trends in social units that are restrictive of a democratic spirit and tradition should be abolished. I have said before, and I repeat, that if social units themselves do not foster this spirit of democratic brotherliness, then I think the social units themselves will have to go. . . . The chief consideration must be that everyone has the same opportunity.<sup>87</sup>

Later that same year, Wilkinson told President Stephen L. Richards that progress was being made against what the school president considered to be unfair practices of some of the units: "Last year, we think we made considerable progress in curtailing some of the bad practices of these social units, one of which was the exclusiveness with which members were chosen. . . . We have eliminated the 'blackball.' "<sup>88</sup>

### **The First BYU Stake**

Realizing that he and others of his persuasion could not quickly overturn a long-standing student tradition without loud criticism, Wilkinson turned his efforts toward using student branches and the formation of a possible student stake to involve every student in such a complete way that there would be no demand for social units. Accordingly, on 1 September 1953 he appointed a committee to study the religious activity of BYU students on and off campus. The committee was to

86. Ernest L. Wilkinson to John L. Clarke (president of Ricks College), 22 January 1959, Wilkinson Presidential Papers.

87. Ernest L. Wilkinson to Royden C. Braithwaite et al., 24 May 1952, Wilkinson Presidential Papers.

88. Wilkinson to Richards, 22 September 1952, Wilkinson Presidential Papers.

recommend what should be done on campus to foster the normal religious life of the students, with special reference to religious activities on Sunday. The committee was also to decide whether additional campus branches should be organized and, as a long-term proposition, whether a separate stake should be planned for the BYU campus. Antone K. Romney was appointed chairman of the ten-member committee, which included two women. Independent of this committee, and without knowledge of each other, the Quorum of the Twelve Apostles had appointed Elders Henry D. Moyle and Adam S. Bennion to make a similar study of the situation at BYU.<sup>89</sup>

Five months later, after an intensive study, the campus committee reported with specific recommendations. It found that 5,822 students attended some Church meetings at BYU, while only 337 members of the student body were entirely inactive. However, only 674 students indicated that they attended church more at BYU than at home, while 2,526 indicated they attended less. The remaining 3,146 said they attended about the same. Significantly, 1,393 students attended church less at school than at home because the very large size of wards and branches gave too little opportunity for church activity, and 4,241 of the 6,219 students surveyed said they held no church position. Nevertheless, 4,000 students indicated that they would like to hold a church position. The survey clearly showed that BYU students desired increased church activity. On the other hand, most students were content to leave social units as they were. Although only 843 indicated they belonged to social units, 4,761 felt there was no conflict between social activities and regular academic activity.

The survey committee recommended that five more student branches should be organized to bring the total number of BYU branches to eight. The committee felt that the new branches should include most of the students attending Provo wards and that as many branches as possible should meet in University facilities. Future campus construction should be

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89. Ernest L. Wilkinson to William E. Berrett, 7 February 1955, Wilkinson Presidential Papers.



planned with the meetinghouse needs of campus branches in mind. The committee further recommended that each branch should develop a strong Mutual Improvement Association program to furnish "satisfactory social activities for many more students." The committee stopped short of recommending the abolishment of social units, but they felt the organization of a campus stake would create "a great unifying spiritual effect." They also recognized that "The stake organization could take over much of the overall student body social activities and could do a tremendous job in terms of entertainment, recreation, and social education."<sup>90</sup>

A year later, on 3 March 1955, Wilkinson recommended to the Executive Committee of the Board of Trustees the formation of a stake on campus. This recommendation electrified the Executive Committee. After a moment's silence, Elder Henry D. Moyle stated that in view of Wilkinson's recommendation he assumed it was not improper to inform the committee that "Brother Bennion and I had been working on the same problem and made the same recommendation to the Council of the Twelve in the meeting from which we have just come." He stated that the Council did not approve the recommendation. Turning to Wilkinson, he said, "Now you lead out." Moyle thought that an expression from the administration might, in this case, be influential.

As news of the contemplated stake organization became public, opposition developed on the part of student body officers and others, especially the presidency of the East Provo Stake. The president of the student body feared a loss of student body control of BYU social activities.<sup>91</sup> The opposition of the presidency of the East Provo Stake was more vigorous.<sup>92</sup> Consequently, Elders Moyle and Bennion made a

90. "Report of the Committee on Religious Activity," 27 January 1954, Wilkinson Presidential Papers. Committee members included B. West Belnap, Roy W. Doxey, Hazel B. Bowen, Albert Swenson, Quinn McKay, Beverly Boyack, James Geddes, Scott Speakman, Harold Western, and Antone K. Romney.

91. Lloyd George, student body president, to Ernest L. Wilkinson, 7 March 1955, Wilkinson Presidential Papers.

92. The following objections were raised by the presidency of East Provo

careful study of the objections of the stake presidency and also consulted with the presidencies of other stakes in Provo. Elder Bennion compiled the results of their study into a thirteen-page memorandum dated 19 September 1955 which concluded that, "On the whole the objections of the East Provo Stake" were not sufficient to deny the request of President Wilkinson. The presidencies of the other stakes in Provo were in favor of the creation of a student stake. The need for greater religious activity among students, the need for relieving regular wards of the deluge of students during the school year, and the need for proper social relationships of students in small groups led the Executive Committee of the Board of Trustees and the committee appointed by the Quorum of the Twelve to recommend the creation of a stake.

Describing their recommendations for the new stake, Elders Moyle and Bennion said that the new stake should contain ten or more wards. Married students should be grouped in the same ward with a membership of about 500 so that Primary and Relief Society organizations could function. They felt that single students should be organized into wards of approximately 500 students, with each ward to contain approximately the same number of men and women. The committee felt that student activities of the University and social activities of the stake should be coordinated by a committee composed of the dean of students and representatives of the new stake, subject to approval by the president of the University, and that final authority for coordinating the activities of the stake and the use of University buildings "must rest with the President of the University, whose decisions are, of course, subject to review by the Board of Trustees."

Elder Moyle and Elder Bennion agreed with Wilkinson's

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Stake: Students, left alone, were not spiritually mature and needed the guidance of older leaders; officers of the University stake and wards would have to be appointed each year because of student turnover; students who did wrong would not want to confess their sins to faculty members who might happen to be their stake president or bishop; students would be more religiously inclined if their religious activities were not connected with their schoolwork; and students would have more home life in a regular ward.



recommendation that “the officers of such stake and wards therein be chosen from men of experience and mature judgment either on or off the campus.” It was also urged that regular priesthood quorums and auxiliary organizations should be perfected and that the stake membership should include “all students living away from their own homes and temporarily residing on the University campus” or in Provo residences. Married students not living on campus could elect to join the new stake or attend local wards. The committee also pointed out that the organization of a BYU stake would relieve student pressure on nearby wards.<sup>93</sup> Finally, the committee asserted that student wards could function at Ricks College and larger institutes of religion, as well as at BYU.<sup>94</sup>

On 9 November 1955 the Board of Trustees approved the formation of the new stake.<sup>95</sup> After a meeting with the First Presidency on the matter, Elder Henry D. Moyle, quoting President McKay, said, “Brethren, we know that we are right; there is nothing left for us to do but proceed.”<sup>96</sup> On 26 December 1955, at a special meeting of the Quorum of the Twelve, Henry D. Moyle announced the decision of the First Presidency to create the “Brigham Young University Stake Organization.”<sup>97</sup> Since the new student stake was experimental, the word *organization* would be used until the stake began to conform in large measure to the pattern of a regular stake. However, by the time the stake was organized on 9 January 1956 the term *organization* had been dropped.

The actual formation of “Brigham Young University Stake

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93. Manavu Ward had a regular membership of 720, but, during 1955, 821 students moved into the ward, bringing membership to 1,541. The ward chapel seated only 350.

94. Adam S. Bennion and Henry D. Moyle, “Memorandum in Support of the Recommendation to Organize a Stake at the Brigham Young University,” 19 September 1955, Wilkinson Presidential Papers.

95. BYU Board Minutes, 9 November 1955.

96. “Leaders From Twelve Wards,” *BYU Universe*, 10 January 1956.

97. Once the General Authorities determined to form a stake at BYU, East Provo Stake leaders supported the decision wholeheartedly (memorandum of meeting between Henry D. Moyle, Adam S. Bennion, and representatives of Provo Stake presidency, 26 December 1955, Wilkinson Presidential Papers).

of The Church of Jesus Christ of Latter-day Saints" was conducted by the two members of the Twelve who recommended its organization, Henry D. Moyle and Adam S. Bennion. Antone K. Romney was appointed stake president; Daniel D. Bushnell, first counselor; and Joseph T. Bentley, second counselor. Twelve bishops were unanimously accepted by the 4,350 students present at the meetings.

Experience soon proved that, with nearly every student active in the Church, the ward size of 500 was too large. Late in 1956, five more wards were added to the original twelve, reducing the average size of wards to about 350 students.<sup>98</sup> By the middle of 1959, twenty-six wards were operating in the campus stake with a combined membership of 8,280.<sup>99</sup> On 17 April 1960, BYU Stake was divided into three stakes by Elder Mark E. Petersen. One stake retained the title of BYU Stake, while the others were named BYU Second and BYU Third stakes. Wayne B. Hales, Bryan West Belnap, and William Noble Waite were chosen presidents.<sup>100</sup>

### **Abolition of Social Units**

President Wilkinson saw the organization of campus stakes as an opportunity, not only to satisfy the religious needs of the students, but to abolish social units. He felt that the organization of stakes and wards would result in a greater democratization of both religious and social activities on campus.<sup>101</sup> Nevertheless, the social units died a slow death. The concept was too entrenched and the habit too widespread to die as easily as Wilkinson anticipated. Indeed, for a period of time it appeared that the whole campaign to reduce socializing was going to be unsuccessful because many of those most active in the MIA activities of campus wards were also involved in social units. Further, many faculty members, having been members

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98. BYU Presidency Meeting Minutes, 9 October 1956.

99. Antone K. Romney to Ernest L. Wilkinson, 29 January 1960, Wilkinson Presidential Papers.

100. "Three Stakes Formed," *BYU Daily Universe*, 18 April 1960.

101. Ernest L. Wilkinson to Spencer W. Kimball, 20 October 1958, Wilkinson Presidential Papers.





An early BYU stake presidency, including (left to right) Daniel D. Bushnell, first counselor; Fred Schwendiman, clerk; Antone K. Romney, stake president; Fred Guymon, clerk; and Dean B. Farnsworth, second counselor.

of social units as students, were resolutely opposed to their abolition. As daytime enrollment grew, social units became increasingly selective and discriminatory. Though administrators could not agree on a unified policy on social units, Wilkinson was determined that they would not become stronger than they were, and he was successful in this. During 1960 the number of participants in social units did not increase.<sup>102</sup> Ironically, this temporarily worked against the president's policy, for as social units included a smaller percentage of the student body they became more selective and less democratic, and black-balling became more commonplace. However, in the long run this practice helped to sound the death-knell of social units. They did not satisfy the social needs of a growing student body, and there was a growing resentment on the part of the Board of Trustees, who never looked too kindly on many of their practices. In addition, many of the social units were unwise in staging foolish "Hell Nights," "Goat Dinners," raids on various student housing complexes, and similar activities which injuriously damaged their already sagging reputation.

In a 24 March 1960 meeting of the Executive Committee of the Board of Trustees, Chairman Joseph Fielding Smith spoke of "the receipt of many complaints from parents of students at the University who voiced objections to the social units in existence on the campus." On the strength of these complaints and Wilkinson's vehement opposition to the units, the Executive Committee members present decided that "social units should be drastically curtailed and probably eliminated," although no formal action was taken.<sup>103</sup> That same day, Wesley Lloyd, dean of students, told Harvey L. Taylor that the social units consistently in violation of school rules should be disbanded. Nevertheless, he said, "Some of the social units have, through the years, been highly cooperative with the University. It seems reasonable to assume that these should not be discontinued because of the failure of other

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102. BYU Executive Committee Minutes, 24 March 1960.

103. *Ibid.*



units." Lloyd went on to suggest that a faculty adviser should be appointed to oversee each social unit.<sup>104</sup>

During the entire 1960-61 academic year the question of the future of social units was one of the hottest issues on campus. Students debated the issue in letters to the *Daily Universe*.<sup>105</sup> Despite the fact that only a small minority of students belonged to these units, a student ballot in April 1961 showed that two-thirds of those voting were opposed to their abolition. The *Daily Universe* also favored their continuance.<sup>106</sup> Nevertheless, seventy-five percent felt the units needed to be "cleaned up," although most did not see a conflict between the units and the objectives of the Church. At the same time, a large majority were against establishing new units, and almost an equally large majority favored an extension of stake and ward social activities.<sup>107</sup>

Despite the preference of the students, Wilkinson favored the total abolition of social units. On 1 September 1961 the Administrative Council "decided to recommend to the Board of Trustees the complete dissolution of the BYU social units after the 1961-62 academic year."<sup>108</sup> Five days later the Board of Trustees

considered at great length the basis upon which authorization was given many years ago to organize social units on the campus, the manner in which said units have been operated since that time, the advantages that have accrued to students as a result of membership in social units, and the problems that have resulted from the social unit program. It was pointed out that many student leaders have belonged to social units and that they had played an important role in certain areas of campus life. On the other hand, the Board considered the cost to the stu-

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104. Lloyd to Taylor, 24 March 1960, Wilkinson Presidential Papers.

105. "Safety Valve," *BYU Daily Universe*, 28 March 1961 and 30 March 1961.

106. "Universe Stand on Unit Question," *BYU Daily Universe*, 11 April 1961.

107. Paul E. Felt to Antone K. Romney, 20 April 1961, Wilkinson Presidential Papers.

108. BYU Administrative Council Minutes, 1 September 1961.

dents, the disappointments of those who were not accepted as members, the increased opportunities for activity resulting from the organization of the stakes and wards on the campus and other pertinent matters pertaining to the problem.<sup>109</sup>

President McKay said the Church organization of three stakes with twenty-eight wards "should provide all the opportunities for activity and leadership necessary for students in the Church schools."<sup>110</sup>

In September 1961, Elder Howard W. Hunter of the Council of the Twelve met with the student body officers and read to them a letter from the Board of Trustees to President Wilkinson. It said,

After long study and careful consideration, it is the decision of the Board of Trustees that the social units on the campus of Brigham Young University should be discontinued at the conclusion of the school year 1961-62.

We sincerely hope that the young people who now belong to these organizations will seek to find expressions for their leadership ability and social activities in the many organizations that are available to them on the campus.<sup>111</sup>

Paul Felt, coordinator of student affairs for the dean of students, reported that the response to Elder Hunter's announcement was favorable; there were some disappointments, but there was no bitterness or rancor.<sup>112</sup> The decision met with little opposition, although some alumni were reluctant to see the wisdom in the move.<sup>113</sup> Most people could

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109. BYU Board Minutes, 6 September 1961.

110. *Ibid.*

111. Howard W. Hunter, "Destined for Greatness," speech given at student leadership conference on 11 September 1961, BYU Archives. Elder Hunter's son Richard was vice-president of finance for the Associated Students of BYU in 1960-61.

112. *See* Henry E. Heilsen (ASBYU President) and W. Lowell Benson to Howard W. Hunter, 29 September 1961, quoted in "ASBYU History, 1961-61," BYU Archives.

113. One particularly irate alumna wrote, "I am very much disgusted with the spineless reaction [according to reports] of the . . . student body



agree with former president Howard S. McDonald, who was happy to see that they have been abolished. . . . The Social Units at the Brigham Young University, in my estimation, had all the features, good and bad, of Greek Letter Fraternities and Sororities. Many a student's heart has been broken because he or she could not get into the particular unit of his or her choice. If the time spent in Social Unit activities were spent in the organized activities of the Church and study, hearts would not be broken.<sup>114</sup>

In the years that have followed, the growing number of student branches has been a great leveler in campus society and a training ground for spiritual as well as social development. As a result, there are few artificial divisions and social aristocracies at BYU.

### More Stakes and Wards

As the size of the student body grew, new stakes and wards were created to keep pace. On 3 May 1964, at a meeting presided over by Elder Richard L. Evans of the Council of the Twelve, the number of stakes was doubled to six. Presidents of each of the six stakes in numerical order were Raymond E. Beckham, Clyde D. Sandgren, Fred A. Schwendiman, William R. Siddoway, A. Harold Goodman, and Wayne B. Hales.<sup>115</sup> By the end of 1965, students were accommodated in sixty wards. In May 1967, two more stakes were created, with Dean A. Peterson called to preside over BYU Seventh Stake

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government. [It] might as well be disbanded. . . . I knew that the administration regarded us as stupid and disobedient children . . . that our desires would always be disregarded if they conflicted with the Maeser Building's view [the office of the President]. . . . During my term as president [of a social unit], groups of six girls went 80 times to the Mental Hospital [to assist the patients]. You won't get that from the MIA. We had family prayer together. I never had it in MIA. We watched girls gain depth, character, and confidence as a result of their unit experiences. . . . Without them [social units], the Y is not the Y" (Margot S. Schulzke to Office of Student Coordinator, 30 September 1961, student government files, BYU Archives.)

114. Howard S. McDonald to David O. McKay, 29 September 1961, Wilkinson Presidential Papers.

115. "Three New Stakes Organized," *BYU Daily Universe*, 4 May 1964.



A BYU student addressing Sacrament Meeting held in the east ballroom of the Ernest L. Wilkinson Center.



and David H. Yarn over BYU Eighth Stake.<sup>116</sup> Two years later, BYU Ninth and BYU Tenth stakes were organized with Carl D. Jones and Ivan J. Barrett as presidents.<sup>117</sup> In 1975, during the Oaks Administration, Gregory E. Austin and Verl Clark were sustained as presidents of the new BYU Eleventh and BYU Twelfth stakes (*see* appendices to Volume 4 for a complete list of those men who have served as presidents of BYU stakes). There are now (1976) twelve stakes and 120 branches on campus.

Campus branches and stakes have successfully increased religious activity among BYU students. Most of the LDS students on campus hold positions in campus branches and stakes; a large majority of married students have been married in the temple; and almost all attend religious services every Sunday, as well as being full tithepayers. Such a corps of young people has been and will continue to be of immeasurable help in stakes, wards, missions, and branches throughout the Church.

The development of the ecclesiastical organization at BYU has been unparalleled at any other university in America. The Danforth Commission reported in 1966:

Brigham Young University is an innovating institution in many areas, but one of the most highly developed aspects of the University is its program of student religious activity. It is striving to give students a religious experience which exemplifies the best in The Church of Jesus Christ of Latter-day Saints. The religious activities on the campus are part of the mainstream of Church life. . . . The ward, over which a bishop presides, is a closely knit religious and social group with frequent meetings and services. Close personal relationships are nurtured in the wards. The Bishops come to know their students well and counsel them on personal and religious problems. . . . No institution of which we are aware has come so far as

116. "Six-Stake Conference Adds Two New BYU Stakes," *BYU Daily Universe*, 2 May 1967.

117. "BYU Stakes to Be Reorganized Sunday," *BYU Daily Universe*, 28 April 1967.



Members of the BYU Program  
Bureau's production "Curtain Time  
USA" in 1964.



Brigham Young in the organization of campus religious life.<sup>118</sup>

With the organization of stakes and branches on campus, BYU buildings serve as branch meeting places as well as academic centers. There are as many students on campus on Sunday as any other day of the week. One of the editors of *Readers Digest* once stopped over in Provo on a Saturday night and took a walk on campus Sunday morning. He could not understand why so many young people were out early Sunday morning or where they were going, so he followed them, and they led him to upper campus. He asked if they were having school on Sunday. They told him that they were attending Church services. The editor was so amazed and pleased that he stayed overnight and the next day called on President Wilkinson to express his deep appreciation for this combination of academic and religious life.

### **Building a Temple**

In view of the growth of the Church in Utah Valley, the remarkable growth of the University, and the success of campus stakes, the First Presidency announced on 14 August 1967 that the LDS Church would build a temple in Provo.<sup>119</sup> This fulfilled a long-standing dream of many residents of Provo, who claimed that Brigham Young had prophesied that a temple would be built on Temple Hill. The temple was dedicated on 9 February 1972 (*see* chapter 50).

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118. Pattillo and MacKenzie, *Church-Sponsored Higher Education in the United States*, pp. 187-89.

119. Ernest L. Wilkinson to David O. McKay and counselors, 15 August 1967, Wilkinson Presidential Papers.

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# Beyond the Classroom

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## **Student Government**

One of the many popular extracurricular activities at BYU during the Wilkinson years was student government. Max L. Pinegar, student body president in 1960-61, explained that "Student government exists primarily for three reasons: first, that the opinions of the students might be heard; secondly, that students might have an opportunity for growth and development through the additional responsibilities they acquire in student government itself; and thirdly, that the programs of the administration might be more effectively communicated to the students through this channel."<sup>1</sup> Student government also coordinated student activities and supervised the expenditure of student funds. The value of student government at BYU has often been disputed, but even Ken Kartchner, 1969-70 student body president who ran on a platform of streamlining or abolishing student government, concluded at the end of his administration that he was wrong in saying that student government should be abolished.

During the Wilkinson Administration, student government

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1. Max L. Pinegar, "State of the Student Body Address," in "History of ASBYU, 1960-61," BYU Archives, p. 2.

was a good representation of student opinion. Although the administration listened to student views, student government never formally involved itself in making University decisions. Most students were content to leave administrative matters in the hands of the administration and the Board of Trustees. During the Oaks Administration, however, students served on a number of administrative committees and were involved in making some University decisions. In neither administration was it felt necessary for the student body president to be a member of the Administrative Council.<sup>2</sup> The lines of demarcation were clearly drawn so as to divide unquestionably the responsibilities of administration, faculty, and students. One of several important trends in student government in the Wilkinson years was the transition of student government from an organization largely concerned with entertainment to an organization that was much more responsive to the overall needs of BYU students.

For several years, student government consisted of numerous offices. At the top was the Executive Council, consisting of the president, first and second vice-presidents, secretary-historian, business manager, and the coordinator of student organizations, an *ex officio* member. The first vice-president supervised student body assemblies, while the second vice-president was in charge of student body social affairs. The business manager administered the budget, composed of student fees and other allotments apportioned to student government by the administration. The coordinator of student organizations assisted the business manager in authorizing the dispersal of funds and suggesting a budget of expenditures for the following year. In addition to this Executive Council, there was a Legislative Council composed of representatives from each of the four undergraduate classes, various clubs on campus, the student newspaper and yearbook, the associations of both men and women students, the social unit council that coordinated all social unit activities, and the Student Program Bureau, the ROTC, the intramural

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2. J. Elliot Cameron, "Weekly Meeting Minutes," 4 March 1969.





BYU freshman class officers in the early 1950s.

programs, and other organizations. The Legislative Council's primary function was to consider student body problems, initiate legislation for student affairs, and approve or disapprove decisions and appointments made by the Executive Council. In addition, there were many committees, discussing such things as cheerleaders and publications, which functioned as appendages to the Legislative Council. Associated Men Students and Associated Women Students officers, along with class officers, also coordinated campus activities.<sup>3</sup>

Eliminating unnecessary duplication, the executive branch of student government became stronger as years passed, while the legislative branch lost most of its power. In 1955 the Legislative Council was abolished and a student senate established. The new organization reduced the membership of the Legislative Council and provided that members of the student senate were to be elected rather than appointed.<sup>4</sup> The senate continued until 1965 when it was replaced by a smaller assembly. A new constitution adopted in 1968-69 completely eliminated the legislative branch of student government.<sup>5</sup>

A major step toward centralizing executive responsibility came in 1957 when a new constitution was adopted. One of the most important changes made was that four new vice-presidential offices were created "to relieve part of the burden of the office of president."<sup>6</sup> The offices organized were social activities, culture, student relations, and finances. In time, four more vice-presidents were added, including academics (1965), athletics (1966), organizations (1969), and women's activities (1969). Beginning in 1968 an executive vice-president was added to run on the same ticket as the president. All of these executive offices, approved by the student body, replaced the assemblies and senate. A movement to do

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3. "Constitution of the Associated Students, Brigham Young University, As Amended in 1951," in "BYU Student Body History, 1953-54," pp. 48-54.
  4. "Legislative Council Abolished," *BYU Universe*, 2 December 1955.
  5. "The Constitution of the Associated Students of Brigham Young University," in "ASBYU History, 1968-69," pp. 5-9.
  6. Thomas R. Stone to Rex Lee, 1 June 1959, in "BYU Student Body History, 1958-59," book 3, pp. 1-4.



away with class government as opposed to overall student body government accelerated after a student survey showed that only three percent of the student body were able to identify their own class presidents.<sup>7</sup> Consequently, class governments for all but the freshman class were eventually abolished, as were the separate Associated Men Students and Associated Women Students organizations.

A judicial branch of student government was created in 1960-61 when a supreme court was organized to adjudicate constitutional disputes, investigate election campaign violations, and settle disputes over campus parking tickets.

Perhaps the more important reasons for the decline in importance of student government at BYU were the creation of stakes and wards and the disbanding of social units. As BYU students became more oriented to campus stakes and wards, they sought social activity through religious channels rather than through student government. In addition, as enrollment increased a large number of students felt alienated from their student representatives. It became increasingly difficult for the ASBYU to retain student interest. In 1951, a total of fifty-seven percent of BYU students voted in student elections. In 1955 the figure rose to eighty percent. After that there was a steady decline. In 1965, only forty-five percent of BYU students voted in student elections, and the figure was only thirty-six percent in 1972.

Another important influence in the decline of student government was the increasing academic awareness of BYU students. They began to identify themselves more with their chosen major than with their class in school. Furthermore, as the graduate school grew and greater emphasis was placed on research, upperclassmen became more serious about their academic careers and less enamored of social activity.

As student government struggled for existence, it had to concern itself more exclusively with important student affairs. Early minutes of the Executive Council reveal a preoccupation with such petty matters of business as the size of letters on

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7. "End Class Government," *BYU Daily Universe*, 3 December 1969.

a president's sweater. One tradition that fell victim to the reappraisal of the role of the ASBYU was the Student Leadership Conference, held early in September before the beginning of school. Usually convened at some retreat such as Jackson Hole, Wyoming, or Bryce Canyon National Park, this three-day conference brought student government officers together to hear counsel from University and Church leaders. Ken Kartchner's administration (1969-70) decided to do away with the conferences because of their expense and what he felt to be their superficial approach to problems which could be better solved in individual committees. Apart from the economic aspect, their discontinuance probably was a loss to the school. An indication of the modern pragmatism of the ASBYU was the November 1970 creation of the Ombudsman Office, a sounding board for student complaints, suggestions, and problems.

Many dedicated members of the University faculty and staff served as student coordinators during the Wilkinson years, including Ellvert Himes, Royden Braithwaite, Henry Isaksen, Paul Felt, Lavar Rockwood, Lyle Curtis, Curt Wynder, and Mike Whitaker. These men were assigned to advise student government officers on the nature of their responsibilities and to serve as a liaison with the administration. Naturally, the office of the dean of student life also worked closely and effectively with student leaders.

Even though the overall importance of student government declined during the Wilkinson years, the organization performed an important function at the University. Its budget, consistent with the growth of the student body, grew from slightly more than \$34,000 in 1950-51 to \$247,250 in 1970-71. At various times it funded the Cougar Marching Band, the Cougarettes, Cosmo, the Program Bureau, the Wilkinson Center Art Gallery (featuring student artists), part of the *Daily Universe* operating budget, *Banyan*, *Wye Magazine*, men's and women's intramural programs, Y Day, the student telephone directory, Homecoming, the Preference Ball, Concerts Impromptu, dances and concerts, forensics, the Honor Council, most guest lectures on campus (excepting forum speakers),



student assemblies, and many other worthwhile functions. While some administrations were more effective than others, student government generally helped promote better BYU-community relations, develop greater student academic emphasis, encourage foreign students, strengthen student relationships between BYU and other universities, maintain school spirit, coordinate social activities, and improve cultural awareness on campus.

In addition, student government at BYU has been a very good training ground for future leaders. Many of the young men who served as presidents of the ASBYU have gone on to assume great leadership responsibilities. Rex Lee (1959-60) was appointed dean of the BYU Law School and is now assistant attorney general of the United States; Max L. Pinegar (1960-61) is director of the BYU Language Training Mission; Bruce Olsen (1964-65) is now Assistant to the President — University Relations; and David Stone (1962-63), who came to BYU from South America, is now manager for the Gillette Company for all of South America (*see* appendices to Volume 4 for a list of former ASBYU presidents).

### **The Daily Universe**

Of the many activities funded by the student government budget during the Wilkinson years, none was of more continuing interest than the *Daily Universe* — the University's daily newspaper. Also of interest to many students were the *Banyan* (the school yearbook) and *Wye Magazine* (a literary periodical).

In earlier years, the *Daily Universe* was funded primarily by the ASBYU budget, but in recent times the advertising revenue has absorbed an increasing proportion of the cost. For the last several years it has been a laboratory newspaper controlled by the Department of Communications but for many years it operated under the jurisdiction of the student body, with responsibility for tone and content vested in the editors. The managing editor was selected by the students, and students occupied all editorial and staff positions and determined policy within broad guidelines established by the Uni-

versity administration. The thrust of the last several years has been toward more professionalism in the writing and editing of the *Universe* as a serious academic exercise and training opportunity, not as an outlet for the promotion of any campus group.

The modern *Daily Universe* is a descendant of a long line of student newspapers, the first being *The Academic Review*. News sheets such as the *Journal of Pedagogy*, *The Business Journal*, and *The Normal* had previously been published, but these were reports from a specific department and could not be called student newspapers. *The Academic Review* lasted only one year (1884-85). The next student paper was *The BYA Student*, which was published for only five months in 1891. This paper was succeeded by *White and Blue*, which started in 1897 and ran until 1921. At first issued every other month, it was later published twice a month.<sup>8</sup> One of the major differences of *White and Blue* from previous papers was that "it was characterized by more original student writing and reporting."<sup>9</sup>

*White and Blue* was replaced in 1921 by *The Y News*, originally published twice a week. According to Lawrence Bray, "The most distinctive characteristic" of this period "was the independent attitude of many of the student editors."<sup>10</sup> The paper was more critical of events on campus than was its predecessor. Enduring cuts in budget, the paper covered the administrations of both Franklin S. Harris and Howard S. McDonald. On 30 September 1948, at the suggestion of editor Kenneth Pace, the name of the paper was changed to *Brigham Young Universe*. This, in turn, was changed to the present *Daily Universe* in the summer of 1956. At that time the daily circulation of the newspaper was around 7,000.<sup>11</sup> By 1975, daily circulation had reached 20,000 in the fall and winter semesters,

8. *White and Blue* was published as a literary magazine from 1921 to 1923.

9. Lawrence Hall Bray, "A History of the Student Newspaper and Its Early Predecessors at Brigham Young University from 1878 to 1965" (M.A. thesis, Brigham Young University, 1966), p. 32.

10. *Ibid.*, p. 70.

11. "Daily Universe Announced for Coming School Year," *BYU Universe*, 19 August 1956.



10,000 in spring term, and 8,000 during summer term. In the spring and summer the *Daily Universe* is printed twice a week. It has been estimated that by 1975, seventy-two percent of the student body read the paper daily, and ninety-nine percent read it at least once a week. An extraordinary ninety-eight percent read it four or more times a week. By way of contrast, only six percent of the student body read the local newspaper (Provo *Daily Herald*) every day.<sup>12</sup>

The *Daily Universe* and its predecessors, published for over seventy-eight years, have contained such items as announcements of faculty appointments, registration and graduation deadlines, want ads, national and international news, feature stories, announcements of upcoming sports or social events, editorials, letters to the editor, and Charles Schulz's popular cartoon, "Peanuts."<sup>13</sup> Since the paper was controlled and produced by inexperienced students, these matters were sometimes handled in amateurish fashion. During the early Wilkinson years, when the paper concentrated its coverage on social activities, student editors indulged themselves in exasperatingly alliterative headlines like "Bunker's Babes Battle Big, Bad Basketballers," "Rejoicing Rams Ready Rampage Rendezvous," and "Waddie Windis Whip Worries Waiting Watts."<sup>14</sup> Besides such exaggerations, the student paper sometimes became blatantly sensationalistic. When a football coach resigned his responsibilities, pursuant to an understanding he had with the administration when engaged, the student paper carried a front-page headline stating that he

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12. Administrative Council Meeting Minutes, 18 June 1968.

13. A 1965 study of space allocation in the *Daily Universe* from 8 March to 2 April 1965 revealed that forty-eight percent of the space was devoted to campus news, thirty-seven percent to advertising, eleven percent to sports, and four percent to news from national wire services (M. G. Fairbanks to Ernest L. Wilkinson, 16 May 1965, Wilkinson Presidential Papers).

14. Wrote one exasperated reader, "Whoever is responsible for those nauseating alliterated headlines . . . should be condemned to the worst punishment I can think of, an eternity of reading old copies of the *Universe*" ("Heady Heads Harrassing," *BYU Daily Universe*, 28 January 1958; see also "Heady Heads," *BYU Daily Universe*, 21 January 1958).

was “canned.”<sup>15</sup> As the years passed, the tone and quality of the *Universe* began to mature. By 1960, with the world caught up in the space race and the arms race, the *Universe* devoted more space to world and national news and to academic and intellectual issues on campus.

Many people criticized the *Daily Universe* for provincialism, typographical errors, unfortunate headlines, and inaccurate reporting, but the paper improved, publishing more national and international news for the student audience. The *Daily Universe* now receives world national and regional news through the wires of the Associated Press. Nevertheless, the *Daily Universe* has remained committed to its primary functions of informing students, reflecting student opinion, and serving as a laboratory for the Department of Communications. Representatives of student government sit on its board of publications. Representatives from the Department of Communications (Oliver Smith, J. Morris Richards, Ed Haroldsen, and Dallas Burnett), the News Bureau (Ed Butterworth), the dean of student life (Elliot Cameron), and one of his designees (most often Lyle Curtis, director of the Wilkinson Center) also serve on the board of publications.<sup>16</sup>

Once the student editor was no longer elected by the student body, a major responsibility of the publication board was to select the student editor. In addition, publications advisers were assigned to work full time with student editors to produce a quality newspaper. These advisers have included J. Reuben Clark, III, Ray Wight, Oliver R. Smith, Glen C. Davis, Noel Duerden, J. Morris Richards, Merwin G. Fairbanks, Rodger Dean Duncan, and Emerald A. “Jerry” Jerome. The position of adviser was discontinued in 1972.

Traditionally, funding for the student newspaper was provided by budgetary allotments from the student government. However, a growing portion of operating costs was derived from advertising sales. By 1975, only about fifteen percent of total costs was met by student government appropriations

15. “Stevens Canned,” *BYU Daily Universe*, 6 January 1961.

16. During the Oaks Administration the name of this board was changed to the *Daily Universe* Advisory Committee.



through a standard student government allotment of one dollar per student per semester, for approximately \$25,000 a semester or \$50,000 annually. The total operating expenses of the paper in 1975 were \$521,000.

The policies governing the publication of the *Daily Universe* are probably more restrictive than those of many other college newspapers. In 1953, President Wilkinson wrote the faculty adviser and the editor of the *Universe*,

The administration is in full agreement with a policy which provides for a maximum of freedom of expression for the *Universe* together with an accompanying sense of responsibility. . . . The freedoms of every agency at work on the campus are freedoms exercised for the achievement of legitimate educational goals. They are freedoms which are delegated by the Board of Trustees of the University.<sup>17</sup>

Still, except for copyright and other legal restrictions and the sensitivity of its readers, the *Daily Universe* was free to print almost everything it desired, subject to the implicit tradition that the administration and the Board had a legal right to prevent certain things from being published. Because of this reserved authority, there sometimes developed friction between the administration and the student newspaper, and the *Universe* sometimes became enbroiled in controversy.

On 29 November 1960, an eight-inch, two-column blank space appeared on page two of the *Daily Universe*. Editor Don Woodward explained that a picture of a three-dimensional model showing planned campus development was ordered removed. Upset over the matter, Woodward "wrote what must have been a strongly worded editorial meant to fill the space previously occupied by the photograph." Apparently, an unidentified administrator "did not like the tone of the editorial and ordered it removed also, whereupon the space ran blank."<sup>18</sup> On the student side, there was a lack of under-

17. Ernest L. Wilkinson to Oliver R. Smith and Ralph Jack, editor of the *Universe*, 13 March 1953.

18. Bray, "A History of the Student Newspaper," p. 140.

standing as to the administration's timing of new building announcements and the problems involved in a premature announcement. At the same time, the administration may have taken arbitrary action.

Other problems occurred later in the 1960s. Upon Wilkinson's reappointment as president following his unsuccessful effort at election to the United States Senate the *Daily Universe* ran a not-too-complimentary editorial stating, among other things, that "President Wilkinson's aspirations were first the U. S. Senate, then the law [referring to his Washington law practice] and then the Brigham Young University." It was implied that Wilkinson used BYU as a stepping stone for politics and that it was only his third choice as a career.<sup>19</sup> The very next day, Acting President Crockett rebutted the editorial, stressing that Wilkinson had been "ASKED to resume the office," that he once surrendered a successful law practice to preside over the school, and that "during his previous thirteen years at BYU unprecedented progress" had been made.<sup>20</sup>

The *Universe* experienced some rough sledding during the Negro, dress, and dance standards controversies. Although the BYU student newspaper did not participate in the inflammatory journalism of many of its collegiate counterparts, various articles and letters to the editor expressed occasional criticism of the LDS Church's stand on the Negro. Feeling that nothing "critical of the school or the Church should appear in this newspaper," some members of the Board of Trustees objected to these articles and letters.<sup>21</sup> Wilkinson replied that although two or three faculty members were responsible for screening such write-ups, improperly conceived and injudicious material occasionally was printed. He pointed out that students could not be told "flatly" what they should say because that would be a deprivation of free speech.<sup>22</sup> However,

19. "Former President Returns," *BYU Daily Universe*, 3 December 1964.

20. "Acting President Speaks," *BYU Daily Universe*, 4 December 1964.

21. Board member to Ernest L. Wilkinson, 16 March 1967, Wilkinson Presidential Papers.

22. Wilkinson to Board member, 18 March 1967, Wilkinson Presidential Papers.



Wilkinson agreed that “the *Universe* ought to be an instrument of good will for the school rather than a carping critic” and that “we ought not to wash our own linen in public.”<sup>23</sup> Wilkinson later clarified his views:

Just what amount of freedom should be given the editors in their expression of opinion? In this respect, the Brigham Young University is probably different than any university in the country, because the parents and also the Church membership as a whole, consider that anything published in the *Universe* is a reflection of the attitude of the Church. The same is not at all true with respect to the student newspapers published in state institutions.<sup>24</sup>

The fine line between maintaining freedom of the press and conscientiously representing the Church was further tested during Ken Kartchner’s administration when student editors frequently criticized the school administration and its conservative viewpoint. In one particularly aggressive article, one staff writer objected to a *U. S. News and World Report* article that referred to BYU as “a university without problems.” She said that BYU was not such a school but was “facing a serious intellectual crisis — as does any community which denies tolerance to one segment of its population.”<sup>25</sup> Obviously this kind of journalism did not meet with the approval of some members of the administration.

As it weathered these controversies, a new organization of the *Daily Universe* emerged. It became a student laboratory newspaper under the direction of an appointed, full-time, nonstudent general manager. Five members of the faculty and administration and two student government representatives were to sit on the Board of Student Publications. The dean of the College of Fine Arts and Communications was made chairman of the board. Students continued serving in

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23. Wilkinson to Merwin G. Fairbanks, 18 March 1967, Wilkinson Presidential Papers.

24. Wilkinson to Ed Butterworth et al., 17 February 1968, Wilkinson Presidential Papers.

25. Judy Geisler, “Tolerance: A Two-Way Street,” *Daily Universe*, 12 March 1969.

all editorial positions. This change, initiated in the Wilkinson years, was confirmed during the Oaks Administration. In essence, the reorganization meant that the newspaper would be a reflection of the total University, including the Board of Trustees, the administration, the faculty, and the students. Besides calling for increased professionalism, the new organization adopted policies aimed at preventing injudicious articles, "keeping in mind that the order of the Church is to resolve conflicts between parties by private rather than public communication."<sup>26</sup>

As early as 1966, some journalism instructors in the Department of Communications felt the *Daily Universe* should be utilized as a laboratory for newswriting and editing classes. Because of basic opposition on the part of student government and the office of the dean of students, nothing came of this suggestion until 1970. It was acknowledged that the newspaper would make an ideal laboratory for these classes, but other considerations in student affairs were felt to have priority. With the change in the Board of Student Publications in 1970, student editors not only accepted the viewpoint expressed in the written guidelines of the governing body, causing fewer and fewer controversies between the newspaper and the administration, but they also became more amenable to the idea of using the paper as a laboratory for student writers. Whereas service on the *Universe* staff previously had been voluntary, it became a requirement of all students in the journalism sequence of the Communications Department for training in newswriting and reporting, editing and makeup, in-depth reporting, and opinion writing. Moreover, students in areas such as photo journalism, advertising, and radio-television news were put to work on the *Universe* in laboratory exercises. But although it was a laboratory newspaper supervised by faculty members, students were given wide authority in its operation and the paper kept its student flavor and even became involved in controversies and investigative reporting.

The *Daily Universe* became a laboratory for the develop-

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26. "The Board of Student Publications: Its Organization, Duties, and Responsibilities," 3 July 1970, Wilkinson Presidential Papers, p. 4.



ment of serious professional journalism students. This trend was accentuated when Dr. Edwin O. Haroldsen became chairman of the Department of Communications in 1971, and was also appointed to serve on the Board of Student Publications under Dean Lorin F. Wheelwright. Haroldsen was a career newspaperman and had spent three years with *U. S. News and World Report* as regional editor in Chicago. He was instrumental in establishing a new vision of the campus newspaper.

Until this time, students worked on the *Daily Universe* as an extracurricular activity, assisted by one faculty adviser. The Department of Communications, which had the responsibility of preparing students for professional careers in the media, had little to do with the *Universe*. With the support of Dr. Haroldsen, J. Morris Richards returned from sabbatical leave to become executive editor and supervisor of the student staff of the *Daily Universe* in 1972, and the paper assumed its new role as a vehicle for preparing students for work in the media. Dallas Burnett became department chairman and publisher at the same time.

The second major development in the student newspaper in recent years has been its improved financial status. Much of the credit for this must be given to Emerald A. "Jerry" Jerome, who was general manager of the *Daily Universe* during its final months as a student activity. Jerome is an experienced newspaperman in advertising copy, layout, and advertising sales, as well as in the editorial side of daily newspapers. Through his efforts and those of his advertising students and assistants, the paper's advertising revenues increased substantially. He became well known among campus newspaper advisers and advertising directors, and other universities adopted some of his methods. J. Morris Richards, former head of the Communications Department, thought so highly of Jerome that he said he was one of the finest in his field in America.<sup>27</sup> Richards's judgment has since been more than vindicated; the Awards Committee of the National Council of

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27. Richard E. Bennett interview of Morris Richards, 30 June 1975. Centennial History files, BYU Archives.

Collegiate Publications Advisers selected Jerome from among forty four-year college advisers as the outstanding college newspaper business adviser for 1975. In October of that year he was presented with the award of Distinguished Business Adviser at the NCCPA National Convention in St. Louis. As executive editor of the *Daily Universe* during its first two years as a student laboratory (1972-73 and 1973-74), Richards also gave fine leadership to the *Universe*. He was primarily responsible for changing the format of the newspaper from tabloid to full-size page.

As one measure of its quality, the *Daily Universe* has won several major awards in competition with other western collegiate newspapers. For five consecutive years, from 1960 to 1965, it was recognized by the Rocky Mountain Collegiate Press Association "as the Best Daily [College] Paper in the Rocky Mountain area."<sup>28</sup> In 1974 it was rated the best college paper in region nine (Utah, Wyoming, Colorado, and New Mexico) by the Society of Professional Journalists, Sigma Delta Chi. This was probably the most prestigious award ever given the *Universe*.<sup>29</sup> In 1975 the *Universe* again was rated the best college paper in the region, winning seven of ten first places in such categories as design, layout, and photography; it won fifteen of a total of twenty-nine awards given. The paper also has been awarded an "All-American Honor Rating" by the Associated Collegiate Presses.

In recent years, *Monday Magazine*, a supplement to the *Universe* featuring in-depth reporting on key issues, primarily of local interest, has been published weekly. This innovation was awarded a first-place designation for quality in 1971 at the Rocky Mountain convention representing all western universities.<sup>30</sup> On the whole, the *Universe* has attempted to cover news objectively, fairly, and accurately. Though the paper is not without shortcomings, it gives students excellent preprofessional experience and generally represents the

28. Bray, "A History of the Student Newspaper," p. 162.

29. Edwin Haroldsen to Richard Bennett, 13 March 1975, Centennial History files, BYU Archives.

30. BYU Board Minutes, 5 May 1971.



University very well. Some students still become dissatisfied with the *Daily Universe*, and such underground efforts as *Student Statesman* (1962), *The Olive Leaf* (1968), *Zion's Opinion* (1969), *Logos* (1969), and *The Centennial Free Press* (1975) have resulted. However, none of these clandestine publications has resembled the extremist underground papers at some colleges, none has received wide student approval, and none has survived for long.

## **Banyan**

Another important official student publication through which students have made a permanent contribution to the University is *Banyan*. First issued in 1911, this publication remains the official student yearbook.<sup>31</sup> The name was taken from a statement by Karl G. Maeser in his report on the status of BYA at the close of the fourteenth academic year. Referring to the beginning of the Academy, he said: "No one imagined that in that insignificant beginning the germ of a system had been planted which, in its gradual development, was to penetrate with its ramifications throughout all the borders of Zion, stretching its branches like a great banyan tree, as it were, far and wide." Although supervised by the Student Publications Board, *Banyan* is budgeted, edited, and produced separately from the *Daily Universe*. It has its own faculty adviser; students comprise the executive staff. The purpose of *Banyan* is to capture (more by picture than by word) the highlights of the school year, from registration to graduation. Recurring features of *Banyan* have included class pictures and photographs of sports events, student government activities, concerts, and carnivals.

Published in a nine-inch by twelve-inch format, *Banyan* has struggled to retain student sales in recent years. In some respects, it is remarkable that a university with a student body as large as this one is still publishing a student yearbook that

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31. The banyan tree thrives in tropical climates. It is best known for its aerial roots that grow downward from the branches of the tree to the ground so that a single tree may develop an ever expanding circle of satellite trunks and branches.

tries to reach all its students. Some call the publication amazing, while others refer to it less glowingly as an anachronism. The yearbook served a worthwhile purpose when the University had a small enrollment. Students identified with events on campus, were eager to have their pictures appear individually and in groups, and they considered *Banyan* to be a reflection of the important and pleasant occurrences of a school year. As the size of the student body increased and many students lost interest in Universitywide activities, there was a concomitant decline in interest in *Banyan*.

*Banyan* reached its largest size in 1966 when it was a 536-page volume weighing more than seven pounds. Costs of printing and other factors, including a decline in student demand for the yearbook, caused the number of pages in subsequent volumes to decrease. By 1972 some serious consideration was given to the discontinuance of the publication because few more than 5,000 of the 25,000 students purchased the yearbook. In 1972-73 the publications board decided to publish the book more as a photographic essay on University life for the year than as a traditional yearbook. Individual photographs were omitted, page size was reduced to eight and one-half by ten and one-half inches, and the number of pages was limited to 288.

Because the new version of *Banyan* was even less popular than former editions, the publication was printed in its traditional format again in 1974. With a faculty adviser devoting half time to the undertaking, the yearbook regained some of its popularity. A total of 7,500 copies of the centennial edition of *Banyan* were published in the spring of 1975. Unlike the yearbooks of many large universities, *Banyan* seems destined to survive at BYU.

### **Wye Magazine**

Since its initial publication in 1939, the *Wye*, BYU's student literary magazine, has been the center of a small but vigorous creative writing program at the school. From the beginning, when the *Wye* was a private publication of the campus Journalism Club, the magazine has featured student poetry, short



and short-short stories, essays, art, and photography. In 1945 the Student Publications Board assumed financial and editorial responsibility for the sporadically appearing journal, but in 1967, after encountering the same lack of student interest which plagues student literary magazines on most campuses, the board was happy to relinquish sponsorship of the journal to the English Department. Since 1967 the magazine has appeared at least once and often twice each year in printings of from two thousand to twenty-five hundred copies, most of which have been sold to students for prices ranging from fifty cents to one dollar, depending on the printing costs for each issue. Printing costs have been subsidized by the English Department, which utilizes the magazine as a writing laboratory.

Since 1945, several faculty members from the English Department have served as advisers to the journal. Among the most notable and enduring was Professor Thomas Cheney, who served from 1945 to 1957. In recent years the *Wye* has been administered by the creative writing committee of the English Department, which has continued to direct writing students in collecting, editing, and publishing a compendium of the best student writing at BYU.

The format of the magazine has shifted often, reflecting the tastes of the editors. During the 1960s, for example, the emphasis was on art and color, and the eight and one-half by eleven inch multicolored format of that era boasted issues of fifty to sixty pages printed on quality paper with a number of photographs or reproductions of student art. The expensive, tasteful, and artistic fusion of graphics and the written word resulted almost yearly during the 1960s in regional and national awards for excellence in layout, design, graphics, content, and editing. By fall 1975 the magazine again changed format and began to appear in a less expensive tabloid form, much like that of the *New York Times Literary Supplement*, reflecting the new emphasis in literary magazines — a return to the word and a deemphasis of color and graphics.

The content of the magazine has been generally good, offering the reader the best of student writing at BYU. Each year since 1967 the *Wye* has published the winning stories in

the prestigious Vera Hinckley Mayhew Short Story Contest, sponsored since 1964 by Wayne E. Mayhew in honor of his wife, a writer and BYU alumnus. Mayhew established a trust fund which allows prizes amounting to several hundred dollars annually to be awarded to BYU writers. Also published yearly have been winners of the Hart-Larson Poetry Contest, the J. Marinus Jensen Short Story Contest (for men), and the Elsie C. Carroll Short Story Contest (for women), as well as essays, stories, and poems by members of the BYU faculty. Many young Latter-day Saint writers who are now well known to the Church at large for their contributions to that growing body of literature which reflects the faith and beliefs of the Latter-day Saints were first published in *Wye Magazine*.

### **The Student Directory**

One other student-sponsored publication is the student directory, issued each fall, which lists every enrolled student, his or her phone number, Provo and home addresses, choice of major, and marital status. The directory also contains listings of University departments and a separate listing of faculty members. A very successful publication, the student directory generally brings in more revenue from advertising and sales than it costs to produce.

### **Dramatic Productions**

Along with student publications, there are a number of student-oriented fine arts presentations at BYU. Drama and music have exerted a powerful influence on human civilization, and thousands of Brigham Young University patrons have had their heartbeats quickened and have been moved not only by the performance but by its lingering memory. Students in the College of Fine Arts and Communications have delighted and entertained their audiences by presenting dramatic works by the world's greatest playwrights, and they have honestly probed for the meaning of existence in an attempt to extend man's mortal limitations by providing him with new dimensions and insights. Just as man desires to extend himself beyond the boundaries of his present life, so





Florence French, visiting actress (left), starring in BYU's production of *The Barretts of Wimpole Street* in 1950. The supporting cast included Virginia Blaisdell (center) and Carla Coray (right).

dramatic arts students at BYU extend themselves beyond the classroom.

President Wilkinson enthusiastically supported dramatic arts during his administration. In his first few months at the University, he determined to expand the performing arts facilities which had been restricted to the small stage in College Hall on lower campus. One logical facility which was readily available was the Joseph Smith Auditorium. It had no theatre stage as such, but the first production in the 1951-52 season was *Our Town* by Thornton Wilder, which required no scenery or curtains. President Wilkinson asked its director, Preston R. Gledhill, to present two trial performances in the Joseph Smith Auditorium to test the auditorium's acoustics and feasibility to serve as a temporary theatre. The 1,925 patrons at the performances were asked to fill out a questionnaire to evaluate the auditorium as a potential theatre. Most of the responses were positive. Consequently, during the next season (1952-53) all major dramatic and musical productions were presented in the Joseph Smith Auditorium.

A total of 3,126 people attended the College Hall run of *Our Town* in October 1951. With the 1,925 who saw the production in the Joseph Smith Auditorium, a total of 5,051 people saw the play, a new attendance record for any local campus production.<sup>32</sup> Other plays that final season in College Hall, which was also the final season before the retirement of Dr. T. Earl Pardoe, Speech Department founder and chairman who had made College Hall the drama center of the entire valley, were *Blithe Spirit* (1951), *The Devil's Disciple* (1951), *Charley's Aunt* (1951), *John Loves Mary* (1952), and *The Little Minister* (1952).

In 1952, under the supervision of the new Speech Department chairman, Dr. Harold I. Hansen, director of the Hill Cumorah Pageant in New York, the Joseph Smith Auditorium was remodeled sufficiently to make a passable

32. In 1974-75 the Department of Theatre and Cinematic Arts production of *The Music Man* was seen by 11,575 patrons in the de Jong Concert Hall and another 14,000 in the Promised Valley Playhouse in Salt Lake City.



theatre. Dr. Hansen directed the first play (Tennessee Williams's *The Glass Menagerie*) in 1952. The first big production on the new stage was *Hamlet* (1952), directed by Dr. Hansen and featuring Lael J. Woodbury, then a graduate student. The next production was a double bill directed by Dr. Gledhill: Molière's *The Doctor in Spite of Himself* (1952) and Saroyan's *My Heart's in the Highlands* (1952). Then followed a series of distinguished plays. In July, Dr. Hansen featured a guest artist, Flo French, in *The Madwoman of Chaillot* (1952), a summer school production.

The dramatic arts program grew considerably during the next few years, making the theater a vital segment of the University, involving thousands of persons. From September 1956 through August 1957, for example, the University presented ten major productions in the Joseph Smith Building to more than 33,000 patrons. Of national significance was the invitation by the American Educational Theatre Association and the Department of Defense to provide shows for servicemen. Noel Coward's *Blithe Spirit*, under the direction of Harold I. Hansen, was presented in many Pacific areas such as Japan, Korea, Okinawa, and Hawaii and was performed before large audiences of United States military personnel. During this season, students filled more than four hundred acting roles and nearly four hundred more technical positions. Rehearsals for the shows were held almost around the clock, with one in the afternoon, one from evening until midnight, and one from midnight until dawn.

There were several problems associated with all this activity in the Joseph Smith Auditorium. For one thing, the facility was not for the exclusive use of the department. After each production, all the lights, curtains, and scenery had to be taken down and hung anew provide the stage for Sunday services and school devotionals. However, the Joseph Smith Auditorium stage contributed substantially to the growth of the performing arts at BYU. During its eleven years of using the Joseph Smith Auditorium stage, the Department of Speech and Dramatic Arts performed 144 major faculty-directed productions. Approximately 2,160 actors and an

equal number of technicians participated in these productions, which were seen by about 560,000 people. A total of 5,760 ushers and box office personnel were also involved. Another 900 student-directed plays attracted audiences totaling at least 250,000 persons during the same period.

By 1964 the Harris Fine Arts Center was completed, providing a concert hall and four stages. With these facilities and the production of Barrie Stavis's play, *Lamp at Midnight*, in October of that year, BYU theatre came of age.

The de Jong Concert Hall is the largest of the Harris Fine Arts Center performing areas and has the finest acoustics. It is used primarily for musical performances and musical dramas. The T. Earl and Kathryn Pardoe Theatre is reserved for drama and dance productions and large lecture symposia. The Miriam Nelke Experimental Theatre hosts graduate student productions, Mask Club productions, and various theatrical performances. The Philip N. Margetts Arena is a theatre-in-the-round reserved for student and graduate student productions and some theatre. Two other facilities, the B. Cecil Gates Opera Workshop Theatre and the Harrison R. Merrill Debate Theatre, are used mainly for small operatic workshops and for forensics.

The Harris Fine Arts Center stimulated further growth and development in the performing arts. Each year the College of Fine Arts and communications originates and sponsors many excellent evenings of entertainment. For example, during 1974-75 the following productions were staged: the opera *Boris Godunov*, the *Nutcracker Ballet* by Ballet West, *Papa Married a Mormon*, Robert Bolt's *A Man For All Seasons*, Meredith Willson's *The Music Man*, Handel's *Messiah*, Archibald MacLeish's *J. B.*, and many others.

During the first six months of the 1964-65 school year, 206 dramatic performances were given to a total of 71,344 patrons. This compares to twenty major dramatic performances given in the entire 1963-64 school year for a total of 40,000 patrons in the Joseph Smith Auditorium. Since moving into the Harris Fine Arts Center, there had been an increase of



fifty to sixty percent in student participation in dramatic productions.<sup>33</sup>

Attendance continued to increase in subsequent years as the Margetts Arena Theatre began functioning. The business, technical, and artistic staff also became more efficient. During the seven years in the Harris Fine Arts Center prior to President Wilkinson's resignation, there was an average attendance at faculty-directed major productions of at least 45,000 patrons per year, along with 35,000 at Mask Club student productions and longer graduate student productions. From 1964 to 1971, twenty-one productions were presented in 284 performances to a total of 118,088 patrons. Of these performances, fifteen were in stage productions, four in arena, two in readers theatre, two in touring productions, two in children's shows, two in musicals, and five in new play premieres. In addition, there were 130 performances of 105 student-directed plays to audiences totaling about 35,000.

During the Wilkinson years the influence of Brigham Young University theatrical productions was not limited to the confines of Provo, but was extended around the world by means of United Service Organization (USO) tours to U. S. servicemen, at the invitation of the United States Department of State. Dr. Harold I. Hansen conducted seven of these tours to major military installations in the Pacific-Orient and in Europe. The overseas touring productions included two different productions of *Blithe Spirit* in 1959 and 1961, *The Man Who Came to Dinner* in 1963, *Bye Bye, Birdie* in 1967, a special Christmas *Variety Show* to the Orient in 1969, *Hello, Dolly* in 1972, and *Fiddler on the Roof* in 1974.

Through these productions, BYU became known on many distant military bases for refreshing, high-class entertainment. Its performers were friendly and talented ambassadors for the Church and the school. The 126 troupers gave 350 performances on the seven tours before an estimated total

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33. "Comparative Report Prepared by the College of Fine Arts and Communications for President Wilkinson," spring 1965. Wilkinson Presidential Papers.

audience of 129,500 servicemen, together with some students and LDS Church members. Robert D. Stevenson, commanding general of the Berlin Brigade, wrote President Dallin Oaks in 1974:

I am taking this opportunity to express my gratitude to Dr. Hansen and the members of the "Fiddler on the Roof" troupe. . . . As they departed the command, the group, on short notice, entertained briefly at a dinner in honor of the United States Commander of Berlin. Also in attendance were four of the district Mayors of Berlin and other high ranking officials. This performance required considerable effort and inconveniences to the group. Every performer, however, displayed a cheerful and willing attitude and their performance was magnificent. In Berlin, with the daily need for delicate political persuasion, events assume great significance beyond what they would normally have. The group has made a lasting impression on the political leaders of Berlin, exhibiting the vigor, vitality and good nature of American youth.

In September 1968 the Brigham Young University Touring Repertory Theatre was created as a training ground for serious students, serving as a bridge between educational and professional theatre. It enabled the student to play a variety of roles in rotation under travel conditions in a series of plays that challenged the minds and the emotions of both children and adults. In twenty-eight different touring productions in the United States the 426 student participants in this troupe have given at least 500 performances before 200,000 spectators. The troupe was disbanded in 1974, with intermittent touring groups fulfilling its functions.

As an indication of the popularity of drama at BYU, over 2,700 productions played to audiences totaling in excess of two and one-half million persons from 1951 to 1975. In addition, at least 397,800 more patrons viewed the 221 major productions between 1919 and 1951, making the total audience at BYU theatrical productions around three million.

In contrast to their admission to athletic events, some concerts, and art shows by student activity card, BYU students



pay for all major theatre productions. With an activity card, the student and staff price formerly was fifty cents, but in the early 1970s the fee was raised to one dollar per ticket. The admission price to the nonstudent public is now \$2.25 for plays and \$3.25 for musicals. In newspaper and other mass media coverage, BYU sports receive considerably more emphasis than any other aspect of campus life. Nevertheless, the total attendance at music, drama, and art events at BYU in 1969-70 was approximately 469,000 persons, as compared with about 258,000 who attended athletic contests that year.<sup>34</sup>

Another major contribution of BYU's theatre program has been its encouragement of original Mormon playwriting. In the 1960s at least one original production was scheduled every year, increasing to three or four annually in the 1970s. Most of the playwrights have been students, and many of the plays have been written for Charles W. Whitman's playwriting classes. Student directors have also received many opportunities, and all BYU graduates in theatre are required to have directed at least two plays.

### Musical Productions

Brigham Young University has emphasized music almost since its founding. Anthony C. Lund was one of the great pioneer musicians and helped make a regional reputation for BYU only to be taken in 1915 as director of the Salt Lake Tabernacle Choir.

Major choral works, accompanied by orchestra or other instrumental ensembles, such as Handel's *Messiah*, Mendelssohn's *Elijah*, and others, were performed in College Hall or in the Provo Tabernacle under Franklin and Florence Madsens' batons during the 1920s, 1930s, and early 1940s.

The singing of madrigals and other types of choral chamber music was heard occasionally at BYU under the direction of Margaret Summerhays during the 1930s and 1940s.

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34. Lorin F. Wheelwright, "Brief Report on the College of Fine Arts and Communications to the Board of Trustees, Brigham Young University," 1 May 1971, Wilkinson Presidential Papers.



The Brigham Young University A  
Cappella Choir singing a rare concert  
in Santa Croce Cathedral in Florence,  
Italy.



Robert Sauer conducted the BYU Band for thirty years prior to his retirement in 1942, at which time President Harris asked Dr. John R. Halliday to assume the band's leadership. During the ensuing eight years the band program grew from one thirty-five-piece ensemble to three bands involving 225 players.

In April 1938, LeRoy J. Robertson, director of the BYU Orchestra for twenty years, conducted two memorable performances of Bach's *St. John's Passion* at the Provo Tabernacle and at the Assembly Hall in Salt Lake City, and just before Christmas, 1938, John R. Halliday conducted two inspiring performances of the *Messiah* in the Provo Tabernacle.

Performances of opera occurred irregularly at BYU during the first half of the twentieth century, conducted by the Madsens, LeRoy J. Robertson, Richard P. Condie, John R. Halliday, and Carlos Alexander, in addition to student-directed performances under Don L. Earl. But it was not until the BYU Opera Workshop was organized in 1947 under Earl's direction that opera became a regular feature of campus music life.<sup>35</sup> The earliest operas at BYU were performed in College Hall. From 1948 to 1964 the Joseph Smith Auditorium was adapted to make each performance possible.

The A Cappella Choir has established and enjoyed a rich tradition of unaccompanied choral singing since its organization under the direction of Newell B. Weight in 1949. Tours throughout the western United States and Canada were highlights under Professor Weight's leadership and while Norman Gulbrandsen and Kurt Weinzinger were directors. The choir's tours, together with numerous radio and television performances, established its reputation for excellence.

Norman Hunt became director of bands in 1950, and dur-

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35. For many years the Drama Department has cooperated with the Music Department in supplying costumes, scenery, and stage directors for operatic performances. On numerous occasions the Opera Workshop directors have solicited the expert assistance of other music faculty members (regular and guest) to stage and to conduct. Guest soloists from Provo and other parts of Utah and artists from outside the state have frequently been used to enrich this series of opera productions.

ing his tenure Richard A. Ballou was active in organizing the marching band which later became the Cougar Band.

This was but the beginning of BYU's excellent reputation in music. This reputation is the result of the school's outstanding program for training performers and teachers, the high quality of its many performing groups, the numerous musical performances it sponsors on and off campus, the large number of participants involved in music at BYU as performers and as listeners, and the many important artist-teachers and performing artists that have been brought to campus by the Music Department and by the Lyceum Bureau. These renowned musicians have not only served as examples of excellence which faculty and students have tried to emulate, but they have spread the reputation of BYU music throughout the world.

After the beginning of the Wilkinson era, musical performances and programs made even better progress. From 1951 to 1975, participation in the choral program increased from about eighty to almost eight hundred students. The number of choruses, their names, and their sizes have also changed as needs have changed. The small choruses have included Madrigal Singers, Chamber Choir, and Golden Age Singers. The medium-sized choirs have included A Cappella Choir, Male Chorus, Women's Chorus, and Opera Workshop Chorus. The large choirs have included Mixed Chorus, Concert Chorus, Scola Cantorum, Oratorio Choir, University Chorale, and Combined Choruses. The high-quality performance by all of the University's ensemble groups, both vocal and instrumental, has brought considerable recognition to BYU.

In 1951 the Symphony Orchestra, under Lawrence Sardon, who replaced LeRoy Robertson in 1946, expanded its sphere of influence by inaugurating an extensive touring program, giving concerts in most of the major cities of Western America.

Also in 1951, a twenty-four-voice choir was organized under the direction of Dr. John R. Halliday and called the BYU Madrigal Singers. This small, mobile ensemble traveled



more than 40,000 miles throughout the United States and Canada during the ensuing eight years, bringing distinction to Brigham Young University. It specialized in madrigals but included on its programs choral chamber music of all periods. One of the BYU madrigal tours to the East included a concert for J. Edgar Hoover, Mrs. Dwight D. Eisenhower, and the wives of the U. S. Cabinet members, a performance which brought the eyes of many national leaders upon the LDS Church and its University. The Madrigal Singers made many successful radio and television appearances, enhancing greatly the choir's and the school's reputations.

The Brigham Young University Combined Choruses has also entertained countless numbers of people at home and abroad. This massive chorus has enriched many programs with its singing on campus at commencement exercises, at devotional and forum assemblies, at firesides (especially near Christmas and Easter), at building dedications, presidential inaugurations, and at Mormon Arts festivals. Its many appearances at general conferences in the Salt Lake Tabernacle have been enjoyed by those present and by people around the world through radio and television broadcasts.

In 1953, Ralph G. Laycock was appointed director of bands and conductor of the concert band, with Richard Ballou as director of the marching band. The concert band was invited to perform for the national convention of the Music Educators National Conference in 1958.

During the 1950's, whenever major works were performed they were usually sung by combining students from several choruses whose schedules permitted late afternoon rehearsals. This unsatisfactory practice pointed up the need for a chorus which could regularly perform masterpieces from the great wealth of literature for chorus and orchestra. To meet this need, the BYU Oratorio Choir was organized in 1961 under the leadership of Dr. John R. Halliday.<sup>36</sup> In the fourteen years of its existence, this skilled choir has performed to

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36. Kurt Weinzinger, Dr. Ralph Woodward, and Dr. Clayne Robison have served as conductors when the regular director was on leave.



Brigham Young University  
Philharmonic Orchestra performing in  
concert in the Smith Fieldhouse with  
a mixed chorus.



overflow audiences a large number of the greatest oratorios, cantatas, masses, and passions written for chorus with participating instruments.<sup>37</sup>

Brandt Curtis succeeded Dr. Don Earl as Opera Workshop Director in 1963. Since the completion of the Harris Fine Arts Center in 1964, operas have been performed on an adequate stage.

In 1964 the A Cappella Choir came under the direction of Dr. Ralph Woodward, and the scope of its influence became national and international. In that same year the concert band was invited to perform for the western division convention of the College Band Directors National Association.

From 1964 to 1966 the orchestra was directed by Dr. Crawford Gates, who in November 1964 presented the first concert in the de Jong Concert Hall of the new Harris Fine Arts Center. The climax of this program was a performance of Beethoven's Ninth Symphony, employing the Oratorio Choir and the Symphony Orchestra. In 1966, Dr. Ralph G. Laycock became conductor of the orchestra. At his suggestion, the name was changed to Brigham Young University Philharmonic Orchestra. Under his leadership the orchestra has evoked glowing press reviews from music critics in a number of centers of culture in the Western United States, who have rated the BYU Philharmonic among the top collegiate orchestras in America.

Dr. Clayne Robison replaced Don Earl as Opera Workshop director in 1973. During its twenty-eight years of existence, the Opera Workshop has produced over one hundred operas (twenty were double bills), involving approximately 160 performances. Opera in Provo has always drawn large crowds; in the last quarter of a century the total attendance at Opera Workshop performances has exceeded 125,000.

At present, the bands, which train scores of students as well as fulfilling showcase assignments for the University, include

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37. The number of compositions performed by the various bands, orchestras, choruses, and opera workshops is too large to relate here. Copies of the annually bound volumes of Music Department concerts, recitals, and operas are on file in BYU Archives and in the Music Department office.

the Symphonic Wind Ensemble, the Cougar Marching Band, and Synthesis (the renamed jazz ensemble). The Symphonic Wind Ensemble was invited to perform for the national convention of the College Band Directors National Association in February 1975 as part of a successful tour of Northern California. The Cougar Marching Band travels to Western Athletic Conference schools each year and has built a reputation for excellence. The marching band has also appeared on several national television broadcasts. Synthesis tours regularly throughout the Western States. Brigham Young University bands perform live in concert, as well as at football and basketball games, before more than 200,000 people each year, with many thousands more hearing them on national television and radio broadcasts.

To satisfy the demands of students desiring orchestra experience, it has become necessary to expand the offering in this area of performance activity. At the present time the orchestral program consists of the Philharmonic, a group of near professional caliber, with a membership of ninety players; the Chamber Orchestra, composed of sixteen to twenty-four of the first-chair players from the Philharmonic; the eighty-five member Symphony Orchestra; the String Orchestra of twenty-five to forty members; and the Symphonic Wind Ensemble. In addition to their own series of concerts, which provide experience in learning and performing the world's greatest orchestral masterpieces, the three principal orchestras provide orchestral accompaniment for operas, choral works requiring orchestral accompaniment, and for light operas and musicals sponsored by the Music and Drama departments.

One of the important performance areas of the Music Department is that of recitals, presented by both students and faculty and involving solo performers as well as small ensembles. All music majors, regardless of their area of specialization, must accrue a minimum of thirty minutes of solo recital performance time. Performance majors, both on the undergraduate and the graduate level, must present at least one full-length formal recital. Members of the music faculty who



specialize in performance realize that the solo recital is a superb vehicle for keeping musical powers fresh. They, too, appear frequently in recital. Student and faculty recitals have in recent years numbered around 125 annually, playing to a cumulative audience of more than 10,000 persons.

Since 1964, when the Music Department moved to the Harris Fine Arts Center, the number of concerts given and the total annual attendance has risen dramatically. In 1964-65, a total of 140 concerts were enjoyed by 70,000 patrons, while in 1971, the final year of the Wilkinson Administration, 287 concerts were attended by 215,650 persons. In 1974 a total of 294 concerts were given to an audience of 221,126. During the ten-year period from 1964 to 1974 the Music Department presented 2,555 formal concerts, operas, and recitals to an estimated total audience of 1,661,274. Formal concerts, operas, and recitals (at home and on tour); regular appearances at assemblies, firesides, and other Church meetings, including general conferences in the Salt Lake Tabernacle; and lively programs at football and basketball games, along with radio and television broadcasts, have brought BYU music to millions of people.

### **Art Productions**

Before the beginning of the Wilkinson Administration in 1951, the Department of Art was relatively small, although the quality of instruction was always high. The faculty consisted of two professors, two assistant professors, and four instructors; course offerings were confined to a few broad areas, including concentrated painting, drawing, and sculpture, with secondary programs in ceramics, crafts, interior design, commercial arts, and photography. The department was not professionally oriented. In the early years, students enrolled in art courses to obtain a broad academic background and as a means of learning an enjoyable hobby. This same attitude continued until the 1950s, when students began to study art as a means of obtaining preprofessional training. Until this time it was also the common practice for nonart majors to study with art majors in the same classroom.

Before the completion of the Harris Fine Arts Center the small Art Department was located in the Education Building on lower campus. The third floor hallway served as the exhibit area, and this unusual gallery was made available only when the central stairway was condemned and replaced by outside stairwells. During this time, a member of the art faculty was chosen to organize and display the exhibits and to supervise the permanent art collection, which was stored in the basement of the Education Building and displayed in faculty offices.

Undoubtedly, the event that had the greatest impact on the Department of Art was the construction and occupancy of the Harris Fine Arts Center. Since 1965 the department has moved from an isolated location on lower campus to the crossroads of upper campus. There was at last an abundance of space for studios, classrooms, lecture halls, display areas, and faculty offices. It was partially because of this excellent location and improved physical plant that enrollment in art classes rose dramatically after 1965. In 1961 there were two hundred art majors at BYU. By 1965 the number of art majors had increased to five hundred. To keep pace with enrollment, there were twenty-four full-time teachers in the Art Department in 1975, as compared with only eleven in 1961.

Painting no longer attracts the majority of students. Instead, courses in three-dimensional areas such as ceramics, sculpture, and professional design have become the most popular among the professionally oriented students. Illustrative of this trend, a new program of Industrial Design was initiated in 1969. Taking all of the art courses together, there are now so many art students that classes have to meet in several buildings across campus. Ironically, as late as 1971 the Department of Art continued to occupy more space in the lower campus Education Building than it did in 1951 when the entire department was housed there.

Notwithstanding the fact that the number of students and faculty in the Department of Art increased considerably during the Wilkinson era, a feeling of closeness among faculty





A BYU sculpture student working in one of the many studios in the Harris Fine Arts Center.

and students persisted. It had long been a policy of the department that prospective faculty members would be employed only if they could relate well to their students.

An understanding of the importance of visual arts was evident in the design of the Harris Fine Arts Center, which contains a large gallery named in honor of B. F. Larsen and a smaller, more intimate "secured gallery." These galleries, in combination with the large storage and restoration areas, enable BYU to have an exhibit program that compares favorably with university programs throughout the nation. The location of the B. F. Larsen Gallery between the major theatres in the Harris Fine Arts Center ensures that any work exhibited will receive maximum exposure to students, faculty, and visitors.

Many members of the art faculty pursued their education at major American and European universities and art centers. This improved the stature of the faculty and gave them new insights into different philosophies in the artistic world. These new perspectives were invaluable in reinforcing the administrative attitude that the Department of Art at BYU should present a diverse offering to the students. This meant that each phase of artistic creation needed to be ably represented by a knowledgeable faculty member. The faculty was also able to give increased service to the Church in preparing illustrations and in structuring auxiliary manuals for worldwide distribution. Furthermore, experience the faculty members gained abroad was instrumental in the establishment of several travel-study programs for interested students. In particular, the association between Professor Richard Gunn and the Overseas Study Program resulted in the establishment of travel-study centers in Madrid, Paris, and London. Closer to home, Professor Glenn Turner has for the past twenty years conducted an annual watercolor field trip to Central and Southern Utah.<sup>38</sup> Besides field trips for artists,

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38. Professor Turner has gained a national reputation for his excellent work in many different realms of art. As a cinematographer, he is a winner of the Hiram Percy Maxim Award in Motion Pictures (1949) and a medal winner at the Cannes International Film Festival in



the Department of Art has given other students the opportunity to travel. For example, industrial design students have been to Los Angeles, San Francisco, and Detroit to visit professional design studios.

Between 1951 and the present, a major contribution of the students in the department has been their participation in the annual spring Student Art Show. Interested students work hard to prepare their best work for inclusion in this annual affair. In the beginning, all student work was allowed to be displayed, but in recent years there have been so many pieces submitted for the show that it has become necessary to limit the number of entries. The entire art faculty serves as a jury to select the best pieces for exhibition. Prizes in the form of cash and recognition are awarded for superior entries. The most sought-after prize is the Departmental Award — a document endorsed by the art faculty stating that the prize-winning entry has their recommendation as an excellent work of art. BYU art students and faculty members have also taken part in state and regional competitions. Since 1951, BYU students have been consistent winners in contests with artists from universities in Utah and throughout the West.

The emphasis on art at BYU has permitted the school to provide leadership in a number of areas. In art education, for example, many of the leading faculty members of colleges and universities throughout the Intermountain West were trained at BYU. The art departments at every university and college in Utah have had chairmen educated at BYU.

### **The BYU Art Collection**

The Brigham Young University art collection, one of the better ones in the Western United States, began in 1908. Professors Elbert H. Eastmond and Bent F. Larsen worked to

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France (1955). Turner's fine work in restoration of antique automobiles and motorcycles also has brought him numerous awards. In 1971 he won honors at the Antique Car Show in Reno, Nevada, for his restoration of a 1929 LaSalle. Because of this diversified background, Professor Turner has been a splendid example for serious art students.

bring such important additions to BYU as the John Willard Clawson portraits and Rose Hartwell paintings. In the 1930s the school gained a number of works by the Utah artist George M. Ottinger and the Edwin Evans collection of fine oil and watercolor landscapes, along with a number of paintings purchased from J. T. Harwood. The collection continued to expand with the acquisition of eighty-five paintings by the noted San Francisco artist Maynard Dixon. This important collection has since grown to more than one hundred pieces, the largest single group of this artist's works. Herald R. Clark was instrumental in acquiring this and other art collections for BYU.

The desire to expand the collection beyond the borders of the Mountain West was accomplished by the acquisition in 1957 of the Mahonri Young (grandson of Brigham Young) collection. Among the important works in this collection were more than eleven thousand sculptures, paintings, drawings, and etchings. Grouped with this collection were fifty works of the American impressionist J. Alden Weir and his father, Robert Weir. The collection also included works by Winslow Homer, John Twachtman, Albert Bierstadt, Arthur B. Davies, and others. Besides more than 1,000 prints by Mahonri Young, there are also twenty by Rembrandt, an equal number by Dürer and Goya, and others by noted European printmakers. Because Young was trained as a quick-sketch artist for a Salt Lake City newspaper, he left thousands of small sketches. His forte, however, was sculpture. Fortunately, the collection contains his original plaster studies for the "This Is The Place" Monument in Salt Lake City, the Brigham Young statue now in the rotunda of the nation's capitol, and many of his famous prizefighter series inspired by events at Madison Square Garden.

The impetus to expand the collection during the 1960s came from the energies of Dr. Wesley M. Burnside and through numerous gifts. As a result, the collection has greatly increased in size and breadth. The major focus of the collection has been American, with a nucleus of paintings by the nineteenth-century Hudson River School. This collection had



its beginnings in donations by O. Leslie Stone, with subsequent gifts by William F. Edwards, Millard Duxbury, and the BYU Bookstore. The Hudson River collection now contains representative paintings from most of the major artists of that period.

Within the framework of American art is a growing collection of Western artists. Along with the Maynard Dixon collection, BYU now holds works by Delano, Couse, Frank Hoffman, Frank Tenney Johnson, Thomas Hill, Thomas Moran, Albert Bierstadt, Nick Eggenhofer, Paul Salisbury, Cyrus Dallin, and Edward Borien. Of importance in this group is the Ebon Comins collection of 138 Indian portraits, donated in 1975. The collection is in the process of being extensively enhanced through acquisitions of works by "The Ten," a group of American impressionists. At present, eight of the ten are represented, with the other two soon to be added.

Though American art forms the nucleus, representative examples of works of art from all periods of western and oriental art form an important part of BYU's collection. This fulfills a major purpose of the collection, which is to serve as an educational tool for faculty, students, and the public. Because of this goal and the efforts of many, the collection has already grown beyond its present facilities. Therefore, the paintings are scattered throughout faculty and staff offices at BYU and the Church offices in Salt Lake City. It is hoped that in the not-too-distant future a museum can be constructed to house the entire collection.

During the twenty years of the Wilkinson Administration there was an average of twenty exhibitions per year, which were visited by more than a million people. During the four years of the Oaks Administration there has been an average of thirty-six exhibitions per year and an average attendance at each of 4,750. The four-year total attendance was 690,000. From 1951 to 1975 there was a total of 563 exhibitions and a grand total attendance of approximately 1,735,000 art patrons.

Between 1951 and 1976 the quantity and quality of artistic productions at BYU has improved greatly. Activity has in-

creased noticeably in the areas of art, music, and theatre productions. President Oaks has reported that during the first year of use of the Marriott Center, two-thirds of the attendance was for meetings and performances other than athletics.

### **Ballroom Dance Team**

The ballroom dance performance team was formed in 1960 under the leadership of Benjamin deHoyos, a faculty member in the Department of Recreation Education. The group was small, and the dancers concentrated on preparing for performances at Church and University functions. As members of the group increased their expertise, some of them found opportunities to participate with members of the Program Bureau on tours. The team grew until it included thirty couples in 1966.

During the 1966-67 school year, Benjamin deHoyos went on sabbatical leave, and Roy and June Mavor took over the leadership of the unit. The Mavors, originally from Australia, had studied international dancing extensively and had won numerous dancing honors in various parts of the world.<sup>39</sup> By 1970 the team membership had reached one hundred couples, and members were divided into performance teams of eight couples.

During recent years the ballroom dance team has gained a prominent national and international reputation. In 1969 the team combined with the BYU Folk Dancers to present a well-received performance at one of the general sessions of the National Convention of the American Association for Health, Physical Education, and Recreation, in Boston. In 1970 these two groups staged two successful concerts in the Lincoln Center in New York City. In 1971 the ballroom dance team members achieved international acclaim when they won

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39. International-style dancing is divided into two branches. The modern ballroom branch includes the waltz, tango, fox trot, and quickstep. The Latin American branch includes the rumba, samba, cha cha, paso doble, and jive (swing). Both professional and amateur divisions are associated with this kind of dancing.





June and Roy Mavor, BYU Ballroom Dance Team leaders, displaying their world championship form.

the British Open Amateur Championships and then defeated the British team in a contest televised on British national television. In 1972 the team again combined with the folk dancers to perform a successful concert at the National Convention of the AAHPER in Houston, Texas. Later in the year they performed in the Denver Civic Auditorium for the International Federation of Women's Clubs.

In addition to their concert performances, the team members have done well in various competitions in the United States, especially in California. BYU ballroom dancers have also excelled in the medal testing program, designed to motivate performers toward individual achievement in dance.

### **International Folk Dancers**

The International Folk Dancers of Brigham Young University was founded in 1956 by Mary Bee Jensen. When she was invited to provide some Scandinavian dances for a local ward, Mary Bee could not have perceived that a foundation was being laid for a program that would result in performances in such places as the Lincoln Center in New York City, the Mercur Theater in Copenhagen, Carnegie Hall in Pittsburgh, the Trocadero in Paris, the Turku Konserttisali in Turku (Finland), the Circus Theater in Rotterdam, Disneyland in Los Angeles, Tivoli Gardens in Copenhagen, and a bullfight ring in Abrantes (Portugal). The original group of seven couples expanded into a unit limited to 400 members. In 1969, Don Allen, a long-time member of the group, joined the faculty and has since taught dance and served as assistant director of the team.

A unique contribution of the international folk dance program has been the annual "Christmas around the World" concert where authentic dances from many countries of the world have been done by highly skilled student performers dressed in authentic costumes. In 1972 the thirteenth annual concert was highly successful as the dancers put on their biggest and most polished performance in the Marriott Center. Two hundred and fifty students whirled in a kaleidoscope of color as they performed dances from Mexico,



the Ukraine, Japan, Scotland, Poland, Israel, Ireland, Hungary, Russia, and America.

The folk dancers averaged over 100 shows per year from 1956 to 1972. In 1959 they went to Montana on the first of their annual spring tours, and they have completed at least one spring tour each year since then. Their tours have taken them to every state in the Intermountain area, plus California, Washington, Oregon, Minnesota, Texas, New York, and parts of Canada. In 1962 the dancers combined with the BYU Program Bureau to complete a four-week summer tour that swept through the Southern States to Florida, then to New England, and back through the Midwest. During the years 1967 to 1973 the touring groups of folk dancers, sometimes combined with ballroom dancers, presented two-hour concerts of international dances as they traveled throughout the United States.

The popularity of the BYU International Folk Dancers has been reflected in invitations to national conventions. In 1972 they presented a concert for the American Association of Health, Physical Education, and Recreation at the national convention in Houston. Again in 1972 the dancers appeared at the International Convention of the Federated Women's Clubs in Denver. A highlight of the dance program was a performance in the Lincoln Center in New York in 1971.

In 1964, for the first time, the United States were invited to send a representative group to the International Folk Dance Festival held every four years in Varde, Denmark. At the request of the United States People-to-People Organization, the BYU folk dancers accepted the invitation. This initial tour contributed much to the image of BYU, and it laid the foundation for several additional European tours. Mary Bee Jensen, director of the group since its origin, has been the director of all the foreign tours. The participating students have paid their own expenses for the privilege of spreading friendship and goodwill through the international language of dance. Their unique program comprised of American ethnic dances took the dance culture of America throughout Europe. The International Folk Dancer Team has been on



BYU International Folk Dancers in Athens in the early 1960s. Director Mary Bee Jensen is second from the right on the front row.



eleven European tours, one tour to Israel, and many tours throughout the United States and Canada.

In 1972, two teams of folk dancers conducted four- and six-week tours. The first team produced a sixty-minute "America through Dance" television show for Zweites Deutsches Fernsehen (German national television) in Munich. They performed for some 31,000 people in folk festival and auditorium performances, and the telecast reached an estimated twenty million German-speaking viewers. The second team of thirty-five students performed before Princess Grace in Monaco, toured Yugoslavia, and performed at international folk festivals in Nice and Confolens, France. At the latter festival they participated with over 750 dancers from nine other countries. During their eleven tours the dancers have been featured on national television in every country of Western Europe, contributing much toward people's interest in and knowledge about BYU and the Church. The group serves as an important educational unit in the College of Physical Education, as a public relations unit of the University, and as ambassadors of the American culture in festivals and on the concert stages of Europe.

As one of the first BYU centennial events, the International Folk Dancers sponsored an impressive Folk Dance Festival in September 1975. Dancers came to BYU from Japan, Israel, the BYU-Hawaii Campus, and Pennsylvania (The Tamburit-zans).

## Orchesis

Orchesis of Brigham Young University is an organization of students who are highly interested and skilled in modern dance. The group consists of twenty-four students who have been auditioned and selected on the basis of creativity and demonstrated skill. Orchesis is a Latin name meaning *dance arts* which has been given to modern dance groups at universities since the early 1920s. Orchesis of BYU was founded in 1948, under the leadership of Norma Rae Arrington and supported by Leona Holbrook, who was chairman of the Department of Physical Education for Women. Norma Rae



Larry Hunt, Ginger Hampton, and  
Linda Carter, members of Orchesis,  
performing a modern dance routine  
in 1965.



Arrington, Shirlene Oswald, Maida Rust, Karen Grimmett, Diane Chatwin, Gerry Glover, Shirley Ririe, Robert Oliphant, Sara Lee Gibb, and Dee Winterton have all served as advisers to the group.

Orchesis has become a highly skilled performing group. Auditions for membership in the fall have as many as 110 candidates. There is no membership limit, but only those individuals who are well trained are selected, insuring a high quality performance group. Orchesis has presented a long series of excellent concerts and assemblies in the Joseph Smith Auditorium, Harris Fine Arts Center, and the Stephen L Richards large lecture room. In 1970, members of Orchesis, under the direction of Sara Lee Gibb, presented a stage number for the LDS June Conference dance festival in Salt Lake City. In 1972, original works of composers John Lawrence Seymore and Robert Cundick were choreographed by Sara Lee Gibb and Dee Winterton and presented by Orchesis. This was partially prompted by a grant from Mr. Seymore, and the material was featured in the Mormon Festival of Arts. Orchesis has presented three outstanding concerts in conjunction with the Mormon Festival of Arts. These programs are in addition to at least two major concerts presented on campus each year. In addition to their own concerts, members of Orchesis dance in musical and stage productions of the College of Fine Arts and Communications. Dee Winterton does most of the choreography for such performances, although student choreographers prepare many of the dances.

### **Theatre Ballet**

Brigham Young University Theatre Ballet was originally conceived as a student club named Corps de Ballet in the fall of 1964. Students with sufficient training and a dedicated interest in ballet met under the supervision of Leona Holbrook, chairman of Women's Physical Education, and Joan Koralewski, a graduate teaching assistant. The club performed that first year in Fieldhouse Frolics and in the Varsity Theatre. The following year, under student leadership of Joan Koralewski, two performances were given, including the

opera *Carmen*. During the next few years, concerts were given annually, along with the operas *Aida*, *Lakme*, and *Ahmal and the Night Visitors*.

Andrea Watkins, a graduate teaching assistant, was appointed sponsor of the Corps de Ballet in 1967-68, under the supervision of Sara Lee Gibb. The members performed in two departmentally sponsored concerts that year. For 1968-69, Sandra B. Allen was hired part-time as a specialist in ballet instruction as well as adviser to the group. Andrea Watkins served as president, and the new members were selected by audition. Sandra Allen choreographed an original Mormon ballet, *Forever and Ever*, based upon the concept of eternal marriage. This ballet, along with two student works, was performed in a concert in the Dance Production Studio.

The following year brought more course offerings in ballet and the promotion of Sandra Allen to full-time status. Students, under the presidency of Marilyn Roth, contributed more creative choreography in preparing for the World of Dance Concert and the annual Spring Ballet Concert. The ballet *Forever and Ever* was included as part of the Festival of Mormon Arts. The 1970-71 school year marked the hiring of a part-time assistant in ballet, Marsha Lofgreen Russell. Connie Burton was elected president of the newly named Theatre Ballet. Exciting new works were choreographed by some skilled students, supplementing faculty works, to produce a particularly impressive concert. Theatre Ballet also participated in the annual World of Dance Concert in the de Jong Concert Hall, as well as the opera *Faust* and "Opera Excerpts" in the same theater. Marsha Russell choreographed portions of the ballet *Coppelia* for the Festival of Mormon Arts.

By 1972 the popularity of Theatre Ballet had noticeably increased. Students passing auditions for this form of dance boosted its membership to forty, thus requiring almost daily rehearsals. In addition to the splendid faculty leadership of Leona Holbrook, Sara Lee Gibb, and Joan Koralewski, the creative talents of students such as Andrea Watkins, Sandra Allen, Marilyn Roth, Connie Burton, Howard Millett, Paul Corrington, Marsha Russell, and Elizabeth Finch must be given credit for the program's growth and appeal.





Dean Herald R. Clark, director of the  
BYU Lyceum series from 1913 to 1966.

### **Herald R. Clark and the Lyceum Program**

The name of Herald R. Clark has become a legend with artists and leading musical organizations over the nation through his skillful handling of the concert series in Provo from 1913 to 1966. He started as an understudy of John C. Swensen and was president of the BYU Community Concert Association from its founding in 1937 to 1966. His untiring efforts made Brigham Young University and Provo a mecca for world artists and performing organizations. Through Dean Clark's efforts as an impresario, the world's most gifted artists and the world's leading orchestras performed in Provo.

Prior to Wilkinson's administration, the Minneapolis Symphony, directed by Dmitri Metropolis, played in Provo not just once but five times. The Los Angeles Symphony played eight consecutive performances, and the French National Orchestra, with Charles Munch, appeared twice. The list continues like a billing for Carnegie Hall. Provo was the smallest city on the nationwide concert tour of the Boston Symphony.

The New York Philharmonic played at BYU, as did such internationally famous soloists as Jascha Heifetz, Fritz Kreisler, Clifford Curson, Helen Traubel, Sergei Rachmaninoff, Bela Bartok, Artur Rubenstein, and Ezio Pinza.

Prominent orchestras who appeared on campus during the Wilkinson Administration were the New York Symphony, the Boston Symphony, the Chicago Symphony, the Detroit Symphony, the Kansas City Symphony, the Pittsburgh Symphony, the Cleveland Symphony, the Los Angeles Symphony, the Philadelphia Symphony, the Berlin Symphony, and the Vienna Symphony.

Great vocalists who performed were Phyllis Curtin, soprano; Veronica Tyler, soprano; Georgio Tozzi, baritone; Mary Costa, soprano; Jerome Hines, bass; Donald Gramm, baritone; Jan Peerce, tenor; and Leontyne Price, soprano. Famous pianists Philippe Entremont, Gary Graffman, John Browning, and Lorin Hollander, and great organists Fernando Germani, Flor Peeters, and Karl Richter also displayed their talents. Prominent violinists Zino Francescatti and Kossi Spivakovsky and the great guitarist Julian Bream were also on



BYU's Lyceum Series. By popular demand the Vienna Choir Boys also entertained.

Dean Clark was a master salesman who wanted the biggest and best for Provo. He read the *New York Times* every week to keep track of where famous artists were touring. His budgets were not lavish. However, he parlayed the funds he did have into a rich concert offering by mobilizing community support and by using personal salesmanship and his keen business sense to get the big stars for the least amount of money. He knew the artists themselves, the booking agents, and the tour schedules. If he knew a top performer was scheduled in Denver, he would persuade him to come "over the mountain" for a concert in Provo. When the performers came, Dean Clark took them home to his wife Mable's gourmet cooking and treated them like royalty so that many came again, even though they could have received more money elsewhere. Observers said that he probably got more for the concert dollar than any impresario in the country. Clark's melodious voice, affable personality, and selfless desire to serve his community were able to bring famous performers to his small Utah town for twenty or twenty-five percent of the normal fee.

Although he claimed no technical skill in any of the fine arts, Clark was keenly aware of the role that the humanities and fine arts play in the development of the human soul. His unexpected death on 24 May 1966 was a great loss to BYU. After his death, the management of the lyceum concerts and programs was taken over by Clawson Cannon for three years with continued success. It is now being managed for the University by Music Department Chairman A. Harold Goodman. It is a joint affair with citizens of Provo, and some active managers for the community have been Mrs. Josephine Bird, Mrs. Olive Mensel, Mrs. Ruth Evans, and Mrs. Travis Jackman.

## Debate

Brigham Young University probably has been more successful in debating than in any other intercollegiate endeavor,

having won six national invitational debating championships in the past twenty years. President Wilkinson sincerely believed in the forensic program, and he worked to urge as many interested students as possible to participate. Soon after becoming president of BYU, he granted a larger budget for the forensic program and requested that provisions be made to facilitate increased forensic experience for students. Having debated as a college student, he recognized the importance of the discipline and training necessary to be successful in forensics. To improve the quality of the forensic program, Wilkinson helped organize a forensic council. This council consisted of outstanding faculty members from the departments of Economics, History, Political Science, Sociology, and Speech. The council members were asked to devote some of their time each week to assist students in their preparation for important debating contests. With the help of faculty members, the debating program steadily improved.

The 1951-52 forensic season opened in September 1951 with Dr. J. Lavar Bateman directing the program. Bateman established the BYU Forensic Organization and began stressing all forensic activities, including debating. Student interest in the activity began to increase. During 1951, twelve debate teams, in contrast to one the year before, traveled in private cars to debate tournaments throughout the Western States. Ninety students participated in all types of competition during 1951-52.

During the summer of 1952, Dr. Bateman was granted two thousand dollars to finance the program for 1952-53, in contrast to the 1950-51 budget of only six hundred dollars. The continuing student interest in forensic also fostered the establishment of two new campus events. The first of these was "Forensic Week," held the third week of fall quarter. It sponsored student competition in debate, extemporaneous speaking, oratory, interpretive reading, and radio speaking. The second event was an annual junior college invitational tournament, featuring participation from all of the junior colleges in Utah and lower division students at BYU, the University of Utah, and Utah State Agricultural College.



During 1952-53, fifteen debate teams competed in intercollegiate contests, and a total of 150 students participated in forensic events of all kinds. To enable the debate teams to travel more conveniently, a nine-passenger station wagon was purchased by the University. In 1953 a recruitment program for promising high school forensic students got under way. Four fifty-dollar achievement awards for outstanding students were made available to the forensics program. Recruitment was facilitated by BYU's improving debating record. In 1952-53, participating in six tournaments, BYU debating teams won sixteen trophies in individual events, including four first-place finishes, four second places, and six third places.

In 1953 the forensic program budget was raised to \$3,100. While this allowed only twenty-five dollars per student, with true BYU frugality they managed to get along. Dr. Bateman continued to direct the program, which sponsored seven campus speaking contests, open to all members of the student body. Contest finalists and one debate team, opposed by a team from Oxford University, spoke and debated before 7,800 students. At least 170 students participated in forensic activities during the year, and a total of seventy competed in intercollegiate meets. The number of achievement awards was increased to eight, and more outstanding high school students were recruited.

Dr. Bateman left BYU in 1954 to conduct an extensive speech program on the Island of Guam. He was replaced as director of the forensic program by Cleon Skousen. The most important consequence of the 1954-55 debating season was that, for the first time in BYU history, a debate team qualified for the national collegiate finals at West Point. Carolyn Parker and Marian Green were eliminated early in the tournament, but this experience was important for the BYU debate team. It was also good publicity for Brigham Young University.

In 1955, Jed Richardson came to BYU as forensic coach. Lynn Gardner and Dick Knight gave BYU a national reputation when they took first place at the Tau Kappa Alpha Forensics Honor Society's national tournament. BYU also was



Elder LeGrand Richards (second from right) and other dignitaries congratulating some of BYU's championship debaters. Coach Jed Richardson is fourth from the left.



named the outstanding continual participant at the Western Speech Association Tournament. That year debate teams were involved in 218 off-campus debates, with 154 victories to their credit. By 1956 the BYU debate program was known and respected in forensics circles throughout the nation. In that year the teams took fifteen first places and forty-two second and third places in national and intermountain debate meets. BYU also began to appear in the sweepstakes winner's circle, where the best all-around team in debate and individual events was recognized; the Y team took first place in the sweepstakes category at a regional forensics meet held at Western Missoula, Montana.

In 1958 the debating teams at BYU worked to develop a forensic program at the Utah State Prison. As the decade of the 1960s began, the BYU debate squad brought credit to the school by winning the Harvard Tournament, at that time the most prestigious in the country. Craig Christiansen and Tom Read debated their way past the nation's top forensic schools, including Ohio, Fordham, and Loyola of Chicago, to capture the Harvard crown. Harvard was only one of eleven first-place victories that year. Included in this eleven was the Air Force Tournament, almost as significant as the Harvard meet.

For members of the debate team, the 1961-62 school year was composed, not of days, but rather of miles — thirty-two thousand of them. These devoted debaters traveled to twenty-one major tournaments, participating in 487 debates on the topic of whether there should be a major program of federal aid to education. This year also saw the addition of Robert Boren to the team in the capacity of coach and assistant director. It was also in 1961 that Dr. Jack Howe, professor of speech and dramatic arts at the University of Arizona at Tucson, in a special survey that he conducted of forensic programs in colleges and universities throughout the United States, rated BYU second only to Stanford University in the quality of forensic programs, considering the quantity of participants.

In 1962, BYU made forensic history as Reba Keele became the first woman ever to take first place in the extemporaneous

speaking competition at the forty-year-old Tau Kappa Alpha (the national forensics honor society) tournament.<sup>40</sup> Seven years later, Linda McCarter, another BYU coed, became the second female to gain this distinction. At this same TKA meet, President Ernest L. Wilkinson was awarded the Distinguished Alumni Award in recognition of his achievement since becoming a charter member in 1922.

In 1961, BYU debaters revived a tradition that was practiced as early as 1921 when a debate was held before the student body with an opponent from Oxford University. Each year a guest team faces BYU teams in several rounds of debate which serve to enlighten not only the participants but members of the student body who witness the contests. For several years prior to 1962, BYU students had been elected to National Tau Kappa Alpha offices. That year Reed Warnick was elected president, and Bob King, second vice-president.

In 1964 the BYU debate squad journeyed forty thousand miles and participated in twenty-seven tournaments. First place finishes included victories in San Francisco, Tucson, and the Western Association meet. Audience debates took on an international aspect in 1967-68 as a team of Japanese debaters arrived at BYU to perform before the student body. Since 1951, more than 2,150 BYU students have participated in 339 forensic tournaments. During that time the debating teams compiled a victory-to-loss ratio of three to one, and forensics participants won 760 trophies for the University.

### **The Heber J. Grant Oratorical Contest**

In the fall of 1920, T. Earl Pardoe received permission from President Heber J. Grant to hold an annual oratorical contest to encourage excellent student speaking on religious subjects. Near or on November 22, President Grant's birthday, BYU students addressed themselves to an assigned topic. About fifty students usually participated. From this number, three

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40. Reba Keele later received her bachelor's and master's degrees from BYU and her doctorate from Purdue University. Joining the BYU faculty in 1967, she was named Utah's Outstanding Woman for 1975.



finalists were invited to speak at the Heber J. Grant Oratorical Devotional Assembly. Until 1970, one of the three finalists was selected by appointed judges as the winning speaker and was presented with a copy of a combination Book of Mormon, Doctrine and Covenants, and Pearl of Great Price by a daughter or grandchild of the late Church President. Beginning in 1971, all three finalists were given the award. During the Oaks Administration the contest was confined to the Speech Department, and the finalists now speak to an audience in the Varsity Theatre. Dr. T. Earl Pardoe, Kathryn Pardoe, and Dr. J. Lavar Bateman have been responsible for the success of the program throughout the years.

### **Other Speaking Contests**

During the Brimhall and Harris Administrations the school had an extemporaneous speaking contest held once a year before the entire student body. The winners of this contest over the years were Ernest L. Wilkinson, 1920; Hyrum E. Harter, 1921; W. Glenn Harmon, 1922; Royden J. Dangerfield, 1923; Carlyle E. Maw, 1924; Asael C. Lambert, 1925; and Sherman A. Christensen, 1926.

The Donald C. Sloan Extemporaneous Speaking Contest was originated in 1955 by Donald Sloan, a supporter of Brigham Young University from Portland, Oregon, who desired to encourage students to learn to speak well on current events. Dr. Harold I. Hansen, chairman of the Speech Department, coordinated this contest and was succeeded in 1955 by Dr. J. Lavar Bateman. In 1961, Sloan established an endowment fund with BYU, the earnings of which would provide about four hundred dollars annually to the Department of Speech to support the contest. Since that time, three hundred dollars has been given annually as a tuition award to the outstanding junior majoring in Speech Communications.

Several other speaking contests open to the entire student body have been held over the years. Until recently, the Tau Kappa Alpha Forensic Honor Society sponsored an extemporaneous speaking contest on current events, and for many years the sophomore class sponsored an American Week



BYU students enjoying a semiformal  
dance in the Ernest L. Wilkinson  
Center Ballroom.



Oratorical Contest on patriotic themes. In December 1967, Kathleen Johnston won first prize in the National Valley Forge Freedom Foundation Contest. In 1975 the first annual *Great Lives* Manuscript Speaking Contest was held. This competition is sponsored by Dr. J. Lavar Bateman of the Speech Department at BYU with the goal of fostering better speaking from the printed page.

While each student is required to complete the traditional courses for graduation in his particular discipline, the activities beyond the classroom at BYU have been so extensive and of such high quality that practically all who have participated in them agree they have given an additional dimension to their regular classroom instruction, and some feel they obtained even greater development from them than from their classroom experience.

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## Rise and Shout the Cougars Are Out

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Athletics played an important role in student life at BYU during the Wilkinson years. Perhaps more than any other form of entertainment, it had the power to unite the student body, faculty, administration, alumni, townspeople, and friends of the University. President Wilkinson came to BYU determined to preserve amateur athletics. He was interested more in the integrity of the institution than in winning games. Yet BYU's winning of the National Invitational Basketball Tournament in 1951, the first year of Wilkinson's presidency, together with the University's growth, transformed BYU athletics from a small-town college program to a position of national prestige, although there were years of mediocre and discouraging performance. Some coaches blamed Wilkinson for adhering unilaterally to amateur codes, but it was a battle his conscience required him to fight before he shifted to a position more competitive with other universities.

### **Wilkinson's Philosophy of Amateur Athletics**

Before arriving on the BYU campus, Wilkinson was impressed by an address given by Dr. P. A. Christensen, BYU faculty representative, at a meeting of region seven of the

National Collegiate Athletic Association in Denver on 26 December 1950. In the address, Dr. Christensen decried the growing professionalization of university athletics in the twentieth century:

To some of us here today who competed in athletics forty years ago, the value of competition certainly lay not so much in score or ratings or in physical benefits, as in the feeling that, through athletics, we were permitted to ally ourselves with the larger life of the campus and to represent that life in friendly competition with other men similarly devoted.

Such beliefs were made relatively easy in those days by the fact that the young men who played the games were really "fellow students." They had come to the school of their choice, and they expected no special privileges. They were free and eligible to participate in every aspect of student life. They could be editors and valedictorians as well as tackles and second basemen. They expected and desired no compensation beyond the honor and pleasure of representing their school and their student associates.

Rarely, I fear, are they [athletes] on our campuses through natural inclination or choice. We have practically forced them to sell themselves to the highest bidders, sometimes in the open market, more frequently, perhaps, in the black one. In the game they are no longer volunteer soldiers fighting out of love for institution and fellow students. Rather they are what the historian calls mercenaries, inspired frequently by no finer motives than a shrewd concern for additional compensation or a feeble sense of present contractual obligations. They are becoming not unlike a group of thoroughbreds, fed, groomed, and stabled apart, exhibited on weekends to ecstatic presidents, faculties, students, alumni, and the sporting public, and, of course, pointed ultimately toward national derbies and sweepstakes . . .

No one has been a more devoted lover of sports than I have been. I am sorry that my life-long devotion to them and the experiences of nearly twenty-five years as a faculty representative have not enabled me to make a more



glowing confession of faith in things as they are. Frankly, I see no salvation for athletics in our area and in America as a whole except from a general repentance and a sincere turning away from sin. I fear we are quite incapable of either.<sup>1</sup>

This address made a deep impression on Wilkinson. His life had been devoted to hard work and fair play with no special privileges to any group. Consequently, his encounter with preferential treatment for athletes violently contravened his philosophy. His attitude was reflected in his inaugural address on 8 October 1951. He called attention to the new George Albert Smith Fieldhouse, in which a game had not yet been played, and observed that it would give the University an "opportunity to make our athletic activity more democratic and comprehensive." He anticipated a great expansion of the intramural program. While he expressed his pleasure at BYU's basketball team winning the 1951 National Invitational Tournament in Madison Square Garden, he felt greater satisfaction in the team's good sportsmanship and the fact that they had group prayer before the games. "In college athletics," he proclaimed "the winning of games must never be the predominant motive." He was convinced

that athletes should neither be given special favors nor be discriminated against. Unfortunately, in some universities . . . there has been a double standard — a double standard in administration, in discipline, in financial aid, and in academic standards. Obviously, at this school there must be a single standard . . . [and] if the present athletic schedules are too onerous to permit the players to maintain high scholastic standards, then the integrity of the university can be satisfied only by curtailing schedules. . . . There has been a tendency in many universities for athletic activities to largely monopolize the field of extracurricular activities, while relatively little emphasis is placed on the intellectual and cultural ac-

1. Official Minutes of Mountain States Athletic Conference, book 4, 1937-62, pp. 173-75, copy on file in Centennial History Papers, BYU Archives.

tivities. In my opinion, that is a serious mistake. . . . It will be my endeavor to assist in improving and increasing the cultural and intellectual activities without diminishing wholesome athletics.<sup>2</sup>

Wilkinson's statement immediately made him friends and enemies. Many faculty members rallied to his side, believing that coaches and athletic directors after the time of Eugene L. Roberts (BYU coach and director of physical education from 1910 to 1926) had abandoned his ethical standards, which included resistance to all subsidization of athletes. Some believed that athletic emphasis was not in keeping with BYU standards and exceeded reasonable bounds, discriminating against other activities. One such complaint came from Dr. T. Earl Pardoe, chairman of the Department of Speech and Dramatic Arts:

It is well known on our campus that the great burden of funds received from activity fees goes to the Athletic Department. We wish them all the power and good luck in their work, but we wish you to consider \$1.00 coming from each activity fee so that we could permit the students to see five of our plays. . . . The tremendous enthusiasm in the *Universe* for athletics along with our million dollar campaign has almost wiped out any other interest. We do not like to ballyhoo our plays the same way that students give all athletic events. I know this is the spirit of the age but we need not entirely succumb to its physical emphasis.<sup>3</sup>

Eugene L. Roberts, the veteran BYU coach who, by 1951, was on the faculty of the University of Southern California, encouraged Wilkinson to remain firm in his commitment to keep collegiate athletics on an amateur level. Roberts wrote Wilkinson that when he was at BYU he had done no proselyting and certainly no subsidizing: "When I brought C. J.

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2. "Report of the Proceedings of the Inauguration of Ernest Leroy Wilkinson As Eighth President of Brigham Young University, 8 October 1951," *The Messenger*, November 1951, p. 20.

3. Pardoe to Wilkinson, 5 February 1951, Wilkinson Presidential Papers.



Hart onto the faculty he first asked what prospective athletes I would like to have him contact. My response was, 'We don't do any proselyting.' " Roberts continued,

When I discovered exactly what President Harris desired, I recommended Ott Romney. I explained to the President that Ott would be an excellent wet-nurse to the prematurely born stadium; and that he would add color and glamor to the institution which I knew the President wanted. With the arrival of Ott on the Y campus an open season on high school athletes was declared. Provo businessmen were almost hysterical and contributed willingly to a 'slush' fund for the benefit of education-hungry men of muscle, speed and performance skills.<sup>4</sup>

As he surveyed the campus situation, Wilkinson found what he considered to be serious abuses of amateur athletics. He saw that athletes were receiving more than their proportionate share of financial aid from the University, were paid three times as much as other students for the same work, were given preferential treatment by the Athletic Department as to jobs available, were often given preference in housing, were given special variances in registration, were the only students favored in solicitation of summer employment, were the only students for whom there was a special recruiting officer, and were given free passes to ball games. He also found that the athletic load was so heavy that many athletes did not graduate or took extra years to graduate.<sup>5</sup> In a letter to Brigham D. Madsen of the history faculty, he expressed his "shock" in finding athletic "subsidies masquerading under the term scholarships" at BYU. He said, "I think the coaches are going to have to develop some imaginative leadership to persuade boys to come on grounds other than money. I don't think we want any 'kept' Hessians."<sup>6</sup> In one of his reports to the Board of Trustees he stated that "the secret was that of a coach, who,

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4. Roberts to Wilkinson, 11 May 1951, Wilkinson Presidential Papers.
  5. Ernest L. Wilkinson to Henry G. West, 2 January 1952, Wilkinson Presidential Papers; and Wilkinson to Clark Stohl, 19 June 1953, Wilkinson Presidential Papers.
  6. Wilkinson to Madsen, 7 July 1952, Wilkinson Presidential Papers.

like Gene Roberts, will fuse his players with the will to win, rather than the security of subsidies.”

Wilkinson immediately set about to remedy some of the abuses. Scholars, debators, and drama and music students were given financial help, and the prevailing wage differential was lessened. Athletes were required to be employed through the Central Placement Bureau, the same as other students, although athletes continued to receive preference in employment by the Athletic Department. There was no further preference in housing or in registration. In addition, there was no longer a special recruiting officer, and coaches were required to teach classes like other professors. Wilkinson, however, discovered that the whole problem of commercialized athletics could not be finally resolved until the entire conference agreed to a standard which would be uniformly respected.

### **Attempts to Reform the Conference**

The reforms made at BYU were local and did not get to the root of what Wilkinson considered the greatest evil — the subsidization of athletes — which, if not expressly authorized by the conference, was at least tolerated. Accordingly, Wilkinson, along with some other college presidents who agreed with him, began applying pressure on the conference in a series of confrontations. As early as 15 March 1951, less than two months after Wilkinson took office, the subject of athletic subsidies was presented at a meeting of the university presidents of the Mountain States Athletic Conference. Chancellor Albert Jacobs of Denver, President Thomas Popejoy of New Mexico, Wilkinson of BYU, and Carl McFarland of Montana agreed that athletic subsidies should be eliminated.<sup>7</sup> Of all these men, Chancellor Jacobs at Denver University was Wilkinson’s most steadfast ally on the subsidization debate. But there were four other members of the conference —

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7. McFarland was a former law partner of Wilkinson in Washington, D. C.



Colorado State, the University of Utah, Utah State Agricultural College, and Wyoming — who opposed the recommendation. Consequently, the resolution did not pass. The presidents, however, did adopt a resolution affirming “our belief that athletes stand in the same position as any other student: they should neither be in a more favored position nor be discriminated against.”

If applied, this regulation would have overcome Wilkinson's objection, but he had no confidence in its application. Consequently, in the President's meeting of November 1951, Wilkinson again urged that the conference return to amateur athletics by eliminating all direct and indirect subsidies to athletes. His idea was not adopted. Popejoy of New Mexico then proposed that aid, direct or indirect, not be given to a student by any institution solely because of athletic skill. This also failed to pass. On 4 January 1952, Commissioner E. L. Romney wrote a letter to the conference presidents advocating a continuation of subsidies, based on need. Need was to be determined by individual universities, not by the conference commissioner. Wilkinson rejected the idea as impossible to enforce because it depended solely on the reports of the respective athletic staffs (who had a serious conflict of interest), without any supervision.

At the time, national organizations were undergoing a similar examination of their practices, and the conference presidents accepted in principle a report of a special Committee on Athletic Policy of the American Council on Education which advocated that

Institutions should award and renew all scholarships and grants-in-aid to students on the fundamental basis of demonstrated academic ability and economic need. Promise of superior performance in extracurricular activities, including athletics, may be one of the factors considered in awarding scholarships and grants-in-aid. It should never be the sole factor or even the primary one. Athletes holding scholarships or grants-in-aid must meet the same standards of academic performance and

economic need as are required of all other recipients.<sup>8</sup>

At a meeting on 24 May 1952 the conference presidents again debated the issue, adopting a definition of amateurism which was taken from the constitution of the National Conference of Amateur Athletics: An amateur athlete is "one who engages in athletics for the physical, mental or social benefits he derives therefrom, and to whom athletics is an avocation. Any college athlete who takes or accepts the promise of pay in any form for participation in athletics does not meet this definition of an amateur."<sup>9</sup> The conference presidents also resolved that an athlete at a member institution could accept whatever employment he chose, provided that

- (a) He is performing useful work.
- (b) He is being paid at the going rate prevailing on the campus or in the locality.
- (c) He is working on the job all the time for which he is being paid.
- (d) He be given no preferential right over other students in obtaining or in retention of that employment.
- (e) He reports on and off campus work to the appropriate university officer.<sup>10</sup>

Wilkinson felt that at last the presidents had come to some agreement on a code, but the resolution immediately began to lose support. President Louis Madsen of Utah State Agricultural College told the press that his school did not feel bound until the new regulations were approved by the school's board of trustees. President George "Duke" Humphreys of Wyoming said the code would not be effective until the presidents met again and approved the minutes. Sportswriters stated they had interviewed the presidents, and four of them were against what the presidents had done. Chancellor Jacobs, chairman of the presidents' conference, felt that under the circumstances he could not declare the new code to be opera-

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8. "Report of the Special Committee on Athletic Policy of the American Council on Education," box 40, folder 1, Wilkinson Presidential Papers, pp. 5-6.

9. "Mountain States Athletic Conference Operating Code," 17 October 1952, box 40, folder 3, Wilkinson Presidential Papers, p. 14.

10. *Ibid.*, pp. 20-21.



tive. He accordingly called another meeting for December 1952 as had been agreed upon, but a quorum of the presidents failed to attend.

Because of pressure on their individual campuses, the presidents, in a meeting held on 14 May 1953, reversed their stand. They decided that "Scholarships may be awarded to athletes by member institutions on the basis of demonstrated academic ability if such scholarships are described in the catalogs of the institutions and are available to all students. Grants-in-aid, not to exceed tuition and institutional fees, may be awarded to qualified students who are athletes."

Defeated on one front, Wilkinson moved his attack to the number of grants-in-aid, suggesting a limit of fifty. Again, he was voted down. The presidents did, however, accept a stipulation that no more than eighty grants-in-aid could be awarded during any quarter. At a meeting on 14 July 1953 the limitation of eighty was removed. On 13 December 1953, Wilkinson attempted to set a limitation of one hundred grants-in-aid or scholarships, but only two university representatives supported his motion. At this meeting President Morgan of Colorado A & M bluntly stated that he knew certain institutions in the conference were giving financial aid to students contrary to the code and that there had been no attempt to enforce it; therefore, since others were not observing their obligations, he did not intend to do so. He was giving authority to his athletic people to go to Chicago or anywhere else necessary and purchase a quarterback with an athletic subsidy. He said that he was not going to be a hypocrite about the matter as others in the conference were. If the other presidents wanted to oust Colorado A & M from the conference, they could do so. No one supported that alternative. However, it was agreed that for the year 1954-55 the conference would obtain the services of a competent outsider to make an inspection of each of the member schools and to report on their compliance with the letter and spirit of the code. This proposal was never carried out.<sup>11</sup>

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11. Wilkinson had in mind engaging the services of a prominent attorney in Denver, Byron "Whizzer" White, who had been one of the great

In order to avoid further hypocrisy in the situation, all of the institutions except BYU and New Mexico voted to withdraw their endorsement of the report of the American Council on Education adopted eighteen months earlier.<sup>12</sup> Even so, there were provisions of the remaining code which Wilkinson felt needed to be enforced. First, athletes must be in the upper two-thirds of their class. Second, there must be a need before athletic grants-in-aid could be awarded. And third, the fact that a boy was an athlete should not be the sole or even the primary factor in making the award. Wilkinson met with Commissioner Romney on 4 September 1953 to urge enforcement of these three regulations. Romney agreed that it was his duty to enforce the first but felt that enforcement of the other two requirements should be left to the discretion of the presidents of the individual institutions. Wilkinson told Romney "that under his interpretation . . . the code might as well be thrown in the wastebasket."<sup>13</sup>

The feeling that the rules of the conference were not being enforced by the commissioner eventually became so intense that the presidents of the universities decided to terminate Romney's services. Wilkinson, given the job of notifying him,

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football players of the century and who, years later, became associate justice of the United States Supreme Court. White would have been willing to serve, but Wilkinson was unsuccessful in having him appointed.

12. Chancellor Jacobs of Denver University, who was Wilkinson's chief ally in eliminating subsidies, had in the meantime resigned to become president of Trinity College in Connecticut.
13. Wilkinson reviewed the actual case of twin brothers, one of whom applied to the scholarship of a members institution for a scholarship on the basis of a straight A average. The committee denied his application because his father could afford to send him to college. On the same day of this denial the coaches of that institution contacted his twin brother, an athlete who was a poor student, and promised him an athletic scholarship. Wilkinson asked Romney what he would do in this situation. His reply was that the athlete might be in need because the other boy would have more time to work, although his father could afford to send him to school (Memorandum of conference with Commissioner Romney on 4 September 1953, Wilkinson Presidential Papers).



called him in and told him of his termination. Meantime, some of the presidents of the conference, after hearing from their athletic fans, reversed themselves and decided that the termination should be rescinded. This news was also carried to Romney by Wilkinson.

### **Agitation at Home**

During the years of controversy among the presidents of universities in the conference, Wilkinson also faced agitation at home for a relaxation of the rules. Many, both on and off campus, were sure that athletics even if subsidized, could make valuable contributions to the school as well as to the Church through favorable regional and national exposure. Consequently, they advocated financial backing to achieve these ends. On 21 December 1951, Edwin R. Kimball, BYU director of athletics, wrote a memorandum to Wilkinson attempting to justify the subsidization of athletes. He appended a petition signed by athletes in which thirty-two of the thirty-five young men said that if they were offered grants-in-aid at another school and not at BYU, they would go to the other school. Kimball believed there was nothing wrong with the athletic subsidization policy. Wilkinson told him it was not only wrong, but it had not produced results, since in thirty years BYU had never produced a championship football team and had defeated Utah only once. Later, on 21 August 1952, Kimball sent a long letter to Wilkinson, taking issue with the idea that all students should be given equal consideration. He indicated that "some students may have more to contribute than others and it is reasonable to believe that in making these contributions that there will be a difference in time requirements and other personal sacrifices." He implied that the so-called "special treatment" given athletes was not really special treatment but just compensation to students who took time from their academic pursuits to share their talents with others.<sup>14</sup>

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14. Kimball to Wilkinson, 21 August 1952, Wilkinson Presidential Papers.

To many, the winning of the NIT championship by the BYU basketball team in 1951 seemed justification enough for a strong, subsidized athletic program. There were letters from people like John B. Hawkes in Minnesota, president of the North Central States Mission, stating that a visit of the BYU basketball team to Minneapolis "has brought recognition to us which I am sure is going to be felt."<sup>15</sup> The letter, which was first sent to the President of the Church, went on to say that the exposure given the Church in that one night was greater than years of work put in by missionaries.

In May 1953, Edwin R. Kimball explained his views to Dr. Wayne B. Hales, chairman of the BYU Athletic Council:

We feel that the Conference rules have forced us to proceed unilaterally and consequently the morale of our coaches and athletes is at the lowest point we can remember. Because of this situation and because of the amount of time required for athletics, studies and work, the athletes are beginning to wonder just what is the use of attempting to participate in athletics. Nineteen of our freshman players have become discouraged and discontinued school. It is believed by our group that the present rules will result in making participation in athletics at BYU largely an activity available only to young men of considerable financial income.

Kimball indicated that under the existing conditions it was becoming increasingly difficult to get good athletes at BYU, especially Mormon athletes who had been promised grants-in-aid at other schools. He reported that criticism was constantly being leveled at the athletic staff and that public relations were at an all-time low. He also predicted that serious consequences could result:

Students, alumni and other Church members will lose interest in our teams and school. . . . Our income will be substantially reduced because people will not pay to see losing teams; our teams will soon become the 'doormat' of our conference; it will become increasingly difficult for

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15. First Presidency to Ernest L. Wilkinson, 19 December 1951, Wilkinson Presidential Papers.



us to secure a sponsor for our athletic broadcasts; there will be increased public insistence that there shall be winning teams or that losing coaches be released; we will be unable to schedule teams of national prominence; [and perhaps most importantly] we will lose the publicity which has proved so valuable to the Church and School in proselyting members and students and in creating goodwill for the Church.<sup>16</sup>

### Changing the Athletic Policy

Anxiety over the athletic program and letters to the administration as well as General Authorities of the Church persisted. Head basketball coach Stan Watts told Wilkinson in September 1953,

Unless we have similar opportunity to attract the outstanding athletes and to have an equal chance with our opponents, our athletic program will decline rapidly. . . . We assume we are following the rules and are being fair with the boys we contact, only to find differences in interpretation, placing us in an awkward position. The other schools are not interpreting the rules as we are. Your reaction to that, I know, will be that they are not living by the code. By the time that issue is settled, the other schools will have the top athletes and we will have the third-rate boys. Consequently, our athletic program will weaken accordingly.<sup>17</sup>

After three years of strenuous fighting for amateur athletics, Wilkinson felt he had done all he could to sustain the ideals of P. A. Christensen and Eugene L. Roberts and that the University would have to operate on the same footing as other schools if it were to compete successfully. Therefore, in May 1954 he reported to the Executive Committee that he had decided to increase the number of athletic grants-in-aid to 110.<sup>18</sup> In a diary entry, he confided his own internal turmoil:

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16. Kimball to Hales, 11 May 1953, Wilkinson Presidential Papers.

17. Watts to Wilkinson, 1 September 1953, Wilkinson Presidential Papers.

18. BYU Executive Committee Minutes, 14 May 1954.

"This decision I have arrived at was the greatest torture of conscience of any decision since I have been here and [was made] only because I found by telephone conference with President Morgan of Colorado A & M yesterday that out of desperation and in order to meet competition of the other schools he had decided to do the same thing."<sup>19</sup> Wilkinson still believed that the desire to win should be subordinated to good sportsmanship, must be within the framework of the conference code, and must not compromise the gospel principles upon which the University was founded. Urging his coaches to use benefits sparingly, he said, "We expect BYU coaches to rise above the practice of the marketplace. This is a challenge to them which I hope they will accept."<sup>20</sup>

Even the Board of Trustees sensed the importance of fielding winning teams. In one meeting the Board discussed the importance of either discontinuing football at BYU or taking steps to produce winning teams.<sup>21</sup> Regretting the disappearance of what traditionally was considered "amateur" collegiate athletics, the BYU administrators now worked to see the University's teams succeed.<sup>22</sup>

At a meeting of conference presidents on 17 February 1956, by a vote of five to three, the rules of the conference were further liberalized by approving payment by member institutions of tuition and room and board for athletes. Curiously, the University of Utah and Utah State Agricultural College, which had previously been in favor of liberalizing

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19. Diary of Ernest L. Wilkinson, 18 May 1954.

20. Ernest L. Wilkinson to Edwin R. Kimball and Athletic Staff, 19 May 1954, Wilkinson Presidential Papers.

21. BYU Board Minutes, 21 January 1955.

22. It must not be assumed, from Wilkinson's vigorous fight for what he considered complete amateurism in collegiate athletics, that he was opposed to athletics per se. His two brothers, Robert and Glen, had been quarterbacks on BYU football teams in the 1920s and 1930s, and his son, Ernest Ludlow, as a freshman who was at BYU as a part of the Naval V12 program, played halfback on the BYU varsity football team in 1942 which, for the first time, defeated the University of Utah. While he regretted the disappearance of what he considered pure amateur collegiate athletics and saw the dawning of an era of semiprofessional collegiate athletics, Wilkinson avidly supported BYU's athletic program.



subsidies, voted against the proposal. Wilkinson justified his affirmative vote on the ground that, under the existing rules of the conference, athletes were given sixty dollars a month as compensation for work which, in fact, they were not earning because there were not enough jobs. This was hypocritical, and his Board of Trustees agreed with him that it was more honest to give room and board outright.<sup>23</sup>

### **Athletic Administration**

Intercollegiate athletics at BYU first came under the aegis of an academic college in 1954, when President Wilkinson organized the College of Physical Education. In view of the abuses occasionally noted around the country, Wilkinson believed intercollegiate as well as intramural athletics should be under academic control. The college had only two deans during the Wilkinson years, Dr. Jay B. Nash (1954-56) and Dr. Milton F. Hartvigsen (1956-74). The period was marked by tremendous growth, not only in intercollegiate athletics, but also in facilities, faculty, and curriculum.

When athletics became a part of the new college, Edwin R. Kimball, who had been athletic director since 1936, received the new title of chairman of the Department of Intercollegiate Athletics. Kimball was replaced as chairman of the department on 23 November 1963 by Floyd Millet, one of BYU's finest all-around athletes in the 1930s and later football and basketball coach in the 1940s. Stanley H. Watts took over the position of chairman of the department in 1970. At the end of the 1975-76 academic year Stan Watts retired and was succeeded by Glen Tuckett.

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23. Wilkinson further recorded that before he voted for the motion he again proposed that the conference forego athletic subsidies of all kinds, work included, and go on a completely amateur basis. Not one of the other presidents agreed. Chancellor Alter of Denver University proposed that the conference give athletes room and board only during the seasons in which they were participating in athletics and that at other times of the year they work for their board and room. Wilkinson offered to go along with the proposal if the other institutions would agree that the commissioner be invited to check on the work of the athletes at any time. He received no second.

The school also had an Athletic Council, which supervised the athletic program within the rules of the conference and the school. P. A. Christensen of the English Department was chairman of the council from 1926 to 1942, when he became faculty representative to the conference. In 1942, Dr. Ariel Ballif of the Sociology Department became chairman and continued until 1952, when Dr. Wayne B. Hales, a physics professor, became chairman, serving until 1967. Dean Milton F. Hartvigsen became chairman of the council in 1967 and served until his retirement in 1974.

### **Baseball**

The Smith Fieldhouse not only made a big difference in basketball, but it also improved the baseball program at BYU. Beginning with the 1952 season the baseball team used the west end of the spacious indoor facility for preseason practices. Dave Crowton became head coach that year. A graduate of BYU in 1938 with letters in baseball and basketball, he had an outstanding coaching career at Brigham Young High School before returning to BYU as athletics relations director in 1950. In 1952 the Cougars were part of a wild three-team race for the Western Division championship of the Skyline Conference. Utah, Montana, and BYU tied for first place. In the play-off, Utah defeated Montana for the right to play the Cougars in Provo for the divisional title. The Cougars won. BYU then won its second conference championship in four years by defeating Colorado A & M in a best-of-three series. Crowton remained as head baseball coach at BYU until 1955. During that period he had a 36-21 record and finished consistently in the upper division of the conference. Affiliated with the New York Yankee chain for more than twelve years, Wayne Tucker came out of retirement to coach the Cougars in 1956. The team finished with a 9-8 record.

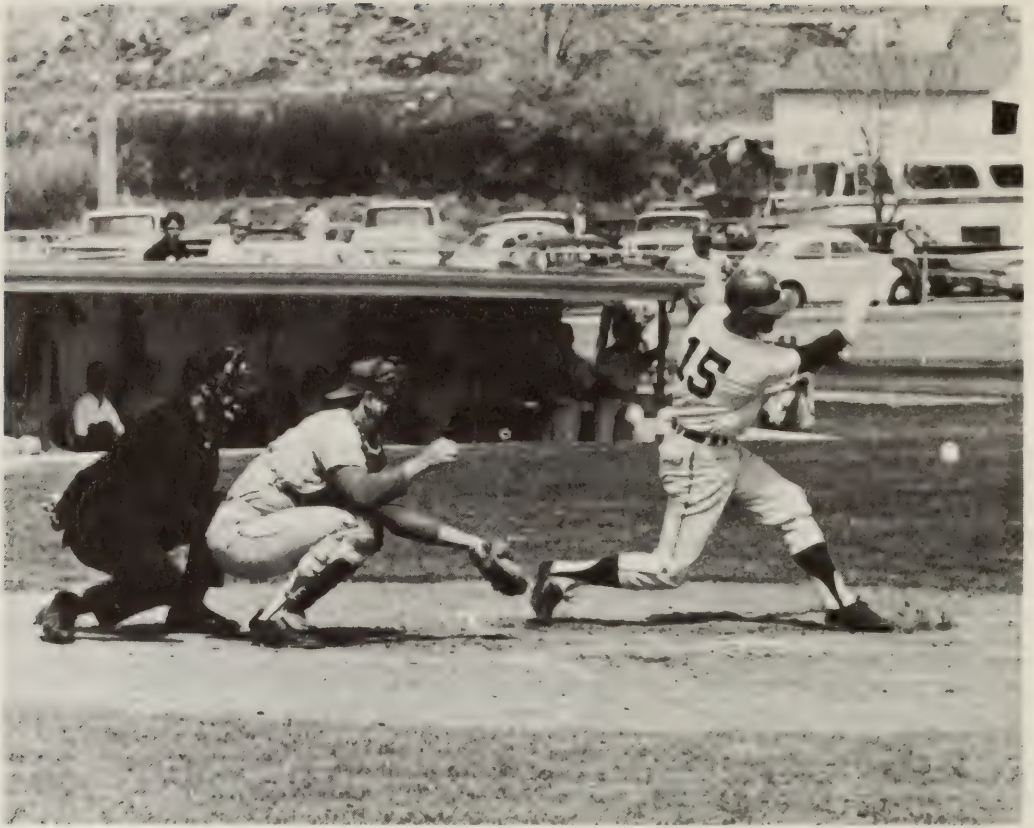
Baseball had a new look for the 1957 season with a new head coach and a new home field. Jay Van Noy, one of the all-time great athletes in Utah State University history, was signed as head coach and brought a tremendous competitive spirit to the BYU team. The Cougars' new diamond was situated just



north of what was then the Cougar football stadium. BYU won the first game on the field, defeating Utah. An estimated 1,500 fans attended the next day, watching the Cougars lose to the Utes by a score of seven to four. Coach Van Noy's team finished second in the division that year.

In 1958 the Cougars won seven of ten preseason games and appeared ready to win the Skyline title. Utah defeated Coach Van Noy's squad in the first two games of the season, and the Cougars spent the rest of the season catching up with the Utes. The teams entered their final two-game series with identical records. Utah won the first game, but the Cougars came back to win the final game. In the play-off game, BYU pounded Utah for a 17-2 victory. The Cougars then defeated New Mexico for the Skyline Conference championship and Colorado State College for the District Seven championship and a berth in the College World Series at Omaha, Nebraska. However, when the BYU team learned that they would have to play on Sunday, a violation of the University's code, they withdrew from the tournament. Nevertheless, it was a memorable year for the Cougars as they won twenty and lost only eight games. Joe Degregario, Glen Hatch, Paul Haynie, and Cornell Taylor were all selected to the all-conference first team.

In 1959 the team finished second in the conference with eight wins and three losses. In 1960, Glen Tuckett, former professional baseball player with the Salt Lake City Bees, was named the sixth BYU baseball coach in thirteen years. With the help of Jim Pierson, NCAA home run champion, the Cougars finished second to Utah in the western division that year. The team was even better in 1961. After losing a pre-season game to powerful Southern California (the eventual national champion), BYU went on a twenty-four-game winning streak, longest in the nation that year and a school record. In a doubleheader against Montana, the Cougars hit seven home runs (including a 510-foot blast by Jim Pierson). Bob Noel pitched a perfect game in the second contest. Winning the division with an unbeaten record, the Cougars were favored to go all the way to the college World Series, but for



BYU baseballer Terry Sanford  
at bat during a game at the  
BYU diamond west of the  
Marriott Activities Center.



the second time in four years they were barred from the tournament because they had refused to play a Sunday game in 1958.

Coach Glen Tuckett has never had a losing season at BYU. 1967 began a five-year period in which his teams won more than thirty games in each season and became champions of the northern division of the conference. In 1968 and 1971, Tuckett's team won the conference championships and, by winning the district seven championship, went to the College World Series. As a result of public sentiment the NCAA had relaxed its rule requiring Sunday play. Doug Howard was an outstanding member of the 1968 team. With a .378 lifetime batting average at BYU, he was named all-American in 1969 and 1970. He signed a professional contract with the California Angels after graduation and now plays with the St. Louis Cardinals. Dane Iorg, BYU's next all-American in 1971, had a .467 batting average that year and helped the Cougars to their fifth-place finish in the college World Series. He set numerous records at BYU and signed a contract with the Philadelphia Phillies.

A new baseball field was completed for the 1969 season. Located two blocks northeast of the original playing field, the new facility provides seating for approximately 2,500 spectators and features a new electronic scoreboard.

Under the direction of Glen Tuckett, the Cougars have now won ten straight northern division championships. In 1974, Coach Tuckett led the United States team to the championship of the World Amateur Baseball Tournament at St. Petersburg, Florida, for only the second time in the tournament's twenty-two year history. Lee Iorg, BYU's premier centerfielder who played for the American team at St. Petersburg was named a first team all-American in 1974. He later signed a professional contract with the New York Mets.

## **Basketball**

Stanley H. Watts was named head basketball coach at BYU on 25 January 1949, succeeding Floyd Millet, who retired to enter private business. Watts also substituted as head track

coach for the 1949 spring season. The 1949-50 basketball season was the beginning of national prominence for Coach Watt's teams. Not only did the Cougars win the conference championship, but they finished third in the NCAA Regional Tournament. With Joe Nelson, Roland Minson, and Mel Hutchins starring on the court, the Cougars won the conference championship. Joe Nelson was named to the all-NCAA team. Hutchins and Minson were on the second team, as BYU finished the season with a 21-11 record. Coach Watts's team made the first of many foreign tours that summer when it played twelve games in Brazil. The Cougars won all twelve games, but, more importantly, they engendered a strong feeling of goodwill. The American ambassador in Rio de Janeiro entertained the group before they returned home.

It was apparent from the beginning stages of the 1950-51 basketball season that Stan Watts had the makings of the best team in the school's history. Roland Minson and Mel Hutchins returned, and Joe Richey and Harold Christensen were promising newcomers to a lineup that was expected to repeat as conference champions. The Cougars were extremely popular at home, and more and more fans began clamoring for a chance to see them play. After two games in the Springville High School Gymnasium, the University of Utah courteously permitted them to play their "home" games in the University of Utah Fieldhouse. The new home proved to be to the Cougars's liking as they won nine straight conference games in the facility before losing to Utah. As Skyline Conference champions, Coach Watts's team accepted an invitation to participate in the National Invitational Tournament in New York City. There the Cougars played a consistent team game and defeated St. Louis, Seton Hall, and Dayton to win the championship. In the words of the *BYU Universe*, "They wound up their week-long rout by downing the Dayton Fliers 62-43 in the final Saturday night before the largest Madison Square Garden crowd of the year, 18,379."<sup>24</sup> Roland Minson was named most valuable player in the tournament and was on the

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24. "Cougars National Champs," *BYU Universe*, 22 March 1951.



all-star team, as was teammate Mel Hutchins. Minson and Hutchins were both named to several all-American teams. The Cougars finished the season with a 28-9 record.

The next season was just as memorable for Coach Watts and his team as they moved into the George Albert Smith Fieldhouse on 1 December 1951. With a seating capacity of over 10,000, the Fieldhouse assured BYU of adequate seating for the first time in years. Describing the first game, Bill Coltrin of the *Salt Lake Tribune* said, "Brigham Young University's cagers will be happy for the rest of their lives even if they never win another game. They didn't lose the big one here Saturday night opening the million dollar BYU fieldhouse, beating Arizona, 68-62. . . . Some 6,500 fans, largest crowd ever to see a basketball game in Utah, were on hand and 99.9% of them were Cougar fans."<sup>25</sup> The new Fieldhouse was symbolic of the growth basketball enjoyed under Coach Watts in the 1950s. Using the popular fast break style of offense, the Cougars became known as a perennial national power. Coach Watts became only the seventh coach in the history of college basketball to win more than one hundred games in his first five years of coaching. Several BYU players earned all-America recognition under Coach Watts in the 1950s. In addition to Roland Minson and Mel Hutchins in 1951, Joe Richey was named to several all-America teams at the end of the 1952-53 season, including *Collier's*, *Look*, *Helms*, and others. Dean Larsen was named to the *Helms* all-America team in 1954. Terry Tebbs was named a member of the Associated Press's little all-America team in 1955 and 1956.

BYU again won the Skyline Conference basketball championship in 1957, and Coach Watts was named coach of the year in district seven by United Press International. Tom Steinke helped the team finish with a 19-9 record and a berth in the NCAA regional tournament at Corvallis, Oregon. Steinke made every all-conference team and also made the little all-America and *Helms* all-America teams. He was also a participant in the East-West College All-Star Game.

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25. Bill Coltrin, "Cougars Cop Fieldhouse Debut, 68-62," *Salt Lake Tribune*, 2 December 1951.



Coach Stan Watts with members of BYU's 1966 NIT championship basketball team, including (clockwise from Watts) Jim Eakins, Neil Roberts, Dick Nemelka, Jeff Congdon, and Steve Kramer.



Coach Watts's teams continued to be a threat in the Skyline Conference until the league was dissolved in 1962. At the end of the 1961 season, he observed another milestone in coaching when he won his two hundredth game. The Cougars won their Western Athletic Conference basketball championship in 1965. The team featured all-American John Fairchild at center and a fast-breaking style that was exciting to watch. The Cougars were 21-5 for the season and 8-2 in conference play. They met the defending national champion UCLA Bruins in the opening round of the western regionals at Provo. Fairchild was hobbled by a sore ankle, and the Bruins proved to be too much for the Cougar squad as they won 100-76.

Coach Watts's Cougars were hoping for a repeat title in 1966, but they finished second in the conference behind Utah. They accepted an invitation to play in the NIT in New York and defeated Temple, 90 to 78, and Army, 66 to 60, to move into the finals. Opposing BYU in the championship game was hometown favorite New York University. A crowd of 18,470 was on hand for the contest in Madison Square Garden, and millions more viewed the game on national television as BYU won its second NIT championship under Coach Watts, 97 to 84. Three seniors, Dick Nemelka, Steve Kramer, and Jeff Congdon, took numerous honors that year. Nemelka, with an average of twenty-four points per game, was named to the *Look* and Converse all-America teams. He was on the NIT all-star team. A wizard with the basketball, Congdon thrilled fans time and again with his slick passing and ballhandling.

Top finishes in the Western Athletic Conference became almost standard with Coach Watts. The Cougars were second in 1967 and first in 1969. In 1968 the Cougars completed a twenty-seven-game tour of the Orient-Pacific areas in late summer, arriving home just in time to register for school. They ended the 1967-68 season with a 15-12 record in a three-way tie for fourth place. Ten of the twelve losses came on the road, and the Cougars suffered their first loss at home in over two years.

Coach Watts's reputation for turning out top-quality players continued during the late 1960s. In 1967, Craig Raymond and Neil Roberts were both listed as honorable mention all-Americans by *Look*. In December 1970, one of Coach Watts's most brilliant stars came into national prominence. Yugoslavian Kresimir Cosic began making a name for himself as one of the most colorful players in BYU history. The *Daily Herald* described Cosic's antics in a game with New Mexico State:

Then came the capping point. The climax of the night. Kresimir Cosic wheeled in a unblockable hook shot to make it 80-71, Fryer hit a jumper to make it 82-71, and after the Aggies lost possession Cosic came galloping down the floor with the ball like, as one commentator has said, "a runaway camel."

Stan Watts got off the bench to try and calm him down and to get him to give the ball to a guard so they could go into their semi-stall game.

But Cosic didn't see Stan. He dribbled around a little while and then from nearly mid-court caught from the corner of his eye Bernie Fryer standing all alone under the basket. He whipped an overhand pass through the New Mexico defense in a stunning bit of basketball wizardry that resulted in a simple two points for Fryer, pandemonium for the crowd, and frustration for the BYU coaches.

It was the kind of pass that you only see once a season, but wait a minute. The next time down the floor Cosic duplicated the feat.

Cosic went through the same antics, took the same position on the floor. The New Mexico defense set up in about the same manner as previously, and then all of a sudden — zip — the ball had been looped overhand through the New Mexico defense to Jim Miller all alone under the basket for another two points, another outbreak of pandemonium.<sup>26</sup>

Cosic helped the Cougars to another WAC championship in

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26. "BYU Looks Strong in Win over NMS," *Provo Daily Herald*, 8 December 1970.





BYU All-American Kresimir Cosic driving for the basket in the Marriott Center. This talented Yugoslav was one of the most colorful and popular players in BYU basketball history.

1971. BYU defeated Utah State in the first round of NCAA action and then faced the invincible UCLA Bruins in the opening round of the Western Regional tournament in Salt Lake City. UCLA won the opening game, 91 to 73, and Pacific defeated the Cougars in the consolation game, 84 to 81.<sup>27</sup>

In March 1972, after winning back-to-back WAC championships, Stan Watts relinquished the reins after twenty-three years as head basketball coach to devote full time to his duties as chairman of the Department of Intercollegiate Athletics. He had been serving in the dual role of head basketball coach and director of athletics since the summer of 1970. In 1971 he underwent massive surgery for cancer but continued to carry both assignments. His teams won eight conference championships and two NIT titles, participated in four NIT tournaments, seven NCAA playoffs, and every major holiday tournament in the country. His overall record was 431-260, and he was ranked among the nation's foremost coaches.

Glen Potter, one of Watts's former assistants, coached the Cougars for three years. Potter was a champion at maintaining high athletic and moral standards. He also improved the defensive play of the team. Potter resigned as head coach after the 1974-75 season and was replaced by Frank Arnold, a former assistant to the most successful collegiate coach ever, John Wooden of UCLA. His first year has been a building year and he has yet to make his record as head coach. BYU basketball teams became so popular that by 1975 their games were being broadcast by over seventy television stations in South America. Many of the South American communities and countries have adopted BYU as their home team.

### **Cross Country**

Cross country didn't flourish at BYU until Clarence Robison became the track and field coach in 1950. Until that time, competition was held informally under the classification of long-distance running. Coach Robison's influence on the de-

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27. Kresimir Cosic joined the LDS Church while at BYU and, turning down professional opportunities in the United States, returned to Yugoslavia where he is a national athletic hero.



velopment of cross country at BYU was largely a result of his experience as a long-distance runner during his collegiate years and his competition in the 5,000 meter race in the 1948 Olympics. Because of the growing popularity of this strenuous event, universities now often have meets in which cross country is the only event. However, such meets are frequently held in conjunction with track and field contests.

For the past several years, BYU has entered cross-country competition inside and outside the Western Athletic Conference. In 1962, Sherald James, a graduate of BYU with considerable experience in distance running, joined the track coaching staff and was given the responsibility of the cross-country program. Under his direction the program has grown and become one of the most popular track events at BYU. Annually, between fifty and sixty young men try out for the cross-country team which has a permanent roster of twelve. The Western Athletic Conference cross-country championship in November gives BYU distance runners an early start on the winter track season. The BYU cross-country teams have been very successful, finishing first four times and second five times in the twelve seasons since the Western Athletic Conference was organized.

## Football

Football at BYU might well be called the Cinderella sport since it was the last of the major sports to come into its own. This may have been due to the fact that participation in football was banned from 1900 to 1919 because of the death of a football player in Salt Lake City in the late 1890s and because of the opposition of Karl G. Maeser and certain Church authorities.<sup>28</sup> The school's prolonged struggle to field a truly competitive football squad was a source of frustration and embarrassment to students, faculty, and alumni for many years.

When Ernest L. Wilkinson was introduced as the new president of BYU on 16 October 1950 the football season already

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28. "Why Football was Banned for 20 Years," *Provo Daily Herald*, 28 November 1975.

was under way, with Charles L. "Chick" Atkinson as head football coach. Atkinson became head coach in 1949, succeeding Eddie Kimball. He came to the University from Pocatello High School, Idaho, where his teams had an impressive record. His inaugural year at BYU was not successful as his team lost all of its eleven games. But Atkinson was a fighter and a hard worker, and 1950 brought about a significant improvement, the team finishing with a record of 4-5-1. A thrilling 28-28 tie with the University of Utah was the season's highlight. The situation was even better in 1951 when BYU posted its first winning season in five years with a 6-3-1 record. However, BYU teams suffered through four consecutive losing seasons after that, and Atkinson resigned after the 1955 season. His record in seven years at BYU was eighteen wins, forty-nine losses and three ties.

After months of searching, Harold Kopp was named the new head coach. Kopp came to BYU from Rhode Island University, where he served four years as head coach. In his last season at Rhode Island, his team was undefeated and won the Yankee Conference championship. At BYU, he was faced with the job of building the Cougars into a football power. Not a member of the Mormon Church, Kopp often commented that he had three teams: "One on the field, one in the hospital, and one on missions."

In 1956, Kopp's first year, the team had a 2-7-1 record, defeating New Mexico and the Air Force Academy. The freshman team was strong and finished its four-game schedule undefeated. The talented freshmen became the bulwark of the 1957 team as sophomores, and the Cougars climbed to second place in the conference standings, winning four of their last five games for a 5-3-2 record. The team set a BYU record by recovering thirty-two opponents' fumbles.

The foundation had been laid for a successful 1958 season, and, with twenty-eight lettermen returning, optimism was high for a possible conference championship. For only the second time in history, a BYU team defeated the University of Utah in football. The Cougars came from behind in the closing moments on a pass from Wayne Startin to R. K. Brown to



win the game, 14-7. Following a three-game losing streak, the Cougars won four straight games, but they lost the final game of the season and the championship to Wyoming — a team they had previously defeated. Kopp resigned after three seasons with a record of 13-14-3.

Floyd “Tally” Stevens became the new football coach for the 1959 season. He had been a star player for the University of Utah, and everyone expected the Cougars to win their first football championship. Instead, the team struggled to a 3-7 record. Their performance was not much better in 1960. Coach Stevens’s squad again tied for fifth place in the Skyline Conference and had a 3-8 record for the season. Stevens left BYU after two years as head coach, with an overall record of 6-15.

BYU hired its youngest football coach in history in January 1961 when it appointed Hal Mitchell to the position. An outstanding college lineman at UCLA and a veteran of professional football, Mitchell had been coach of the BYU freshmen in 1959 and 1960, winning seven of eight games. Mitchell’s debut in Provo as head coach was an exciting one. The Cougars fought valiantly against archrival Utah before losing, 21-20. The team finished 2-8 that year.

A milestone in the development of Rocky Mountain area athletics was reached in July 1962, when the Mountain States (“Skyline”) Conference was disbanded and the new Western Athletic Conference was formed. Charter members of the new conference were Arizona, Arizona State, Brigham Young, New Mexico, Utah, and Wyoming. Colorado State and Texas-El Paso were added in 1970.

The first year of the WAC, New Mexico and Wyoming were favored to win the football championship. BYU wasn’t considered a threat to the league’s crown, yet the Cougars came close to stealing the title behind the leadership of all-American tailback Eldon Fortie. In the final game, although crippled by a shoulder injury and not expected to play, Fortie came off the bench to score the tying points against Wyoming. BYU went on to win, 14-7, giving the school second place in the conference. Because of his outstanding efforts that year in

leading the Cougars to a second place WAC finish, Eldon Fortie was named to several all-America teams. Fortie's graduation left a big hole in the Cougar offense for 1963, and Coach Mitchell's team suffered through a 2-8 campaign. Mitchell was released at the end of the season with a three-year record of 8-22.

After a careful search for a new head coach, BYU announced the signing of Tom Hudspeth. A former assistant coach at Tulsa and at Calgary in the Canadian professional league, Hudspeth, with his flair for wide-open football, was to give the University some of its finest moments on the football field. The 1964 season was one of rebuilding for the Cougars — in personnel and facilities. The team learned Hudspeth's system and posted a 3-6-1 record. Another phase of rebuilding was completed that year when the 30,000-seat stadium was dedicated. It was one of the finest facilities in the West.

Picked by every expert to finish in the WAC cellar in 1965, Hudspeth's team pulled a big upset by winning its first conference championship. The Cougars defeated Arizona State, 24-6; Utah, 25-20; Arizona, 20-3; and clinched the title with a 42-8 rout of New Mexico. The Cougars' performance was one of the most remarkable athletic achievements in the school's history. Quarterback Virgil Carter, receiver Phil Odle, and running back John Ogden were the mainstays of the team. Coach Hudspeth was honored as the conference's coach of the year; Carter was back of the year; and Odle, lineman of the year.

The Cougars maintained the pace in 1966, winning eight games and losing two. The losses were to conference teams Arizona State and Wyoming, however, and the Cougars finished in second place in the WAC. Virgil Carter, named to several all-America teams for two years, passed for more than 2,100 yards and set several NCAA records. Against Texas Western in the 1966 homecoming game, he threw for 513 yards and five touchdowns. His total offense that day, 599 yards, is a national record that still stands. Odle (1965-67), one of Carter's favorite targets, ranked among the top receivers in college football in receptions, receiving yardage, and touch-



down catches, ending his career with a total of 181 receptions for 2,548 yards and twenty-five touchdowns.

Football became understandably popular in Provo during this time, and home attendance soared. A record crowd of 38,333 turned out for the the BYU-Wyoming game in 1966, the largest attendance for an athletic game in the state's history. In Hudspeth's third season as head coach the Cougars scored a major upset over nationally-ranked Oregon State, 31-13, at Corvallis. The Beavers defeated the number one team in the nation and tied the number two ranked team that season. BYU also downed Utah for the third consecutive time, finishing with a 6-4 record. Chris Farasopoulos (1968-70), the "Galloping Greek" from BYU, led the nation in punt returns and set two NCAA kick return records in 1969. Kick returns also were the speciality of Golden Richards (1970-71), who led the nation in punt returns in 1971. "Fleet" Pete VanValkenburg, who was dubbed the "Moving Van" (1970-72), was the nation's leading rusher, setting several WAC and school records. Pete was named to second and third team all-America selections and played in three postseason games. Linemen of special note included defensive end Jeff Slip (1969) and offensive guard Gordon Gravelle (1970). Fortie, Carter, Odle, Farasopoulos, Richards, VanValkenburg, and Gravelle all went on to play professional football.

Hudspeth coached from 1964 to 1971 with a record of thirty-nine wins, forty-two losses, and one tie. LaVell Edwards succeeded Hudspeth in 1972 as head coach. In the four years that Edwards has coached the Cougars, they have won the conference championship and finished second once and fourth the other two years. After a long season of humiliation at the hands of their traditional rivals, the University of Utah, the Cougars have defeated the Utes for four straight years (1972-75). The 1974 conference championship team was only the second team to win such an honor for BYU. The Cougars received their first invitation to participate in a postseason bowl game in 1974. As WAC champions, BYU played host to the Cowboys of Oklahoma State University in the fourth annual Fiesta Bowl in Tempe, Arizona. After scoring first on



BYU quarterback Gary Sheide preparing to pass during a game with the University of Arizona in 1974, the year the BYU football team won the WAC championship and went on to play in the Fiesta Bowl.



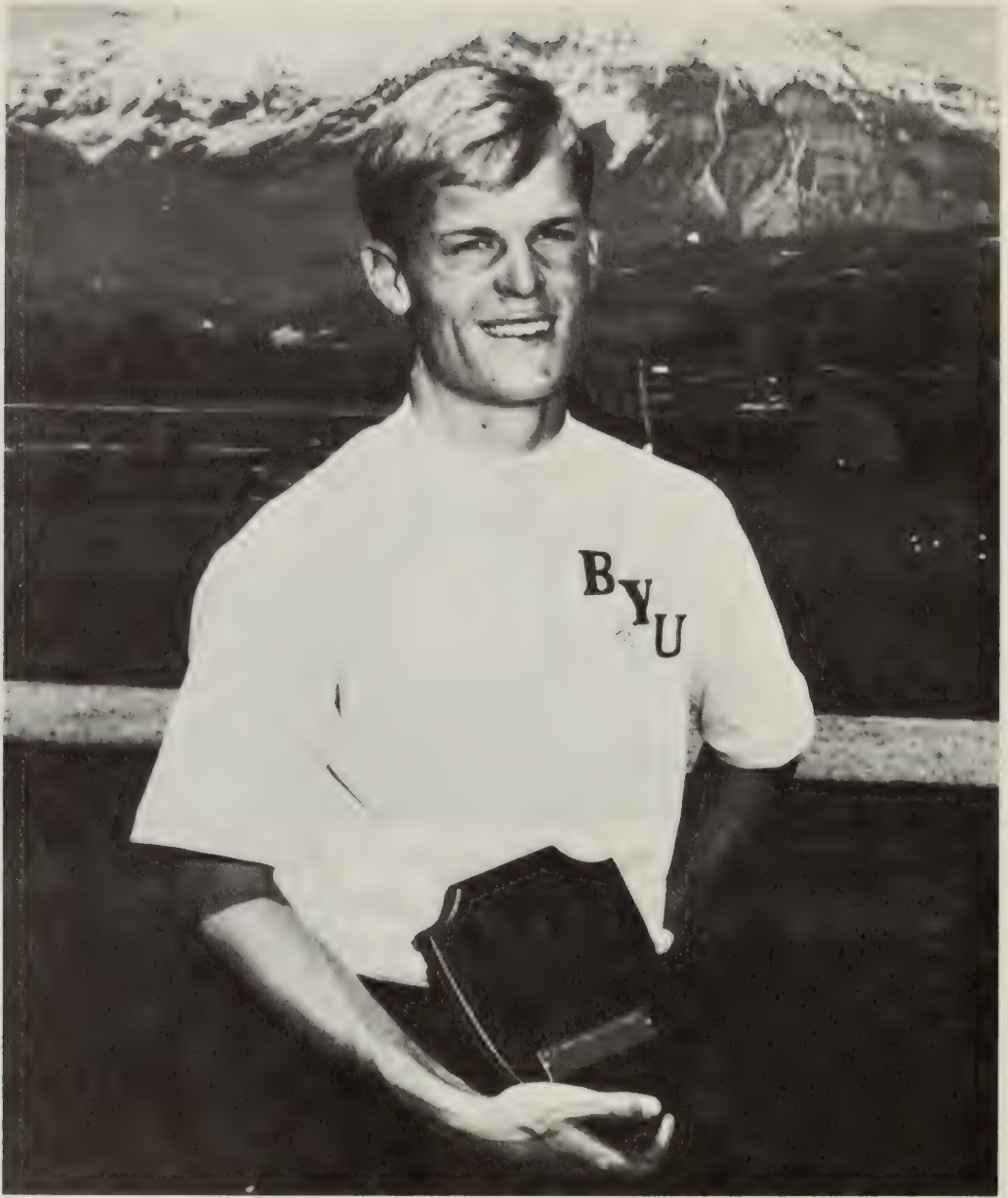
two field goals and dominating play throughout most of the first quarter, BYU's hopes for a Fiesta Bowl victory were dashed when quarterback Gary Sheide was taken from the game with a shoulder separation. With the absence of Sheide, the nation's second leading passer and key to the team's aerial attack, BYU lost momentum, and the Cowboys won the nationally-televised game, 16-6.

Many outstanding athletes played under Coach Edwards. Defensive lineman Paul Linford was a unanimous choice for all-WAC honors for three years running. Defensive lineman Wayne Baker was voted second team all-America, along with first team all-WAC recognition. Gary Sheide was the nation's second leading passer for two consecutive years. In 1973, BYU placed a sophomore in the all-America ranks when Jay Miller led the nation in pass receptions, setting a NCAA record of one hundred catches in a single season. At the end of the 1974 season, BYU was again honored in having three of the graduating seniors (Paul Linford, Keith Rivera, and Mike Russell) invited to play in the Football Coaches' All-Star Game in Lubbock, Texas. Coach Edwards was invited to help coach the West team. From Edwards's teams in the last three years, standouts such as Paul Howard (offensive lineman), Dave Atkinson (defensive back), Paul Linford, Wayne Baker, Keith Rivera (defensive linemen), Larry Carr, Bob Larsen (linebackers), Lloyd Fairbanks (offensive lineman), and Gary Sheide (quarterback) have gone on to play professional football.

## Golf

As with other intercollegiate sports, BYU's position in the field of golf emerged slowly. Coach Fred Dixon's golf team won the conference championship in 1956, but most of the time during the early years of the Wilkinson Administration the Cougar golfers finished in third or fourth place. Dave Crowton, who had been an assistant football coach and head baseball coach, took over golf coaching duties, and his teams placed fifth in 1960 and second in 1961.

Golf began a period of growth in 1962 under Coach Karl



BYU golfer Johnny Miller with the medalist trophy for the 1968 Cougar Classic. Miller has become one of the premier performers in professional golf.



Tucker. Tucker, a former shortstop on the BYU baseball team, led the Cougars up the ladder one step at a time. His teams placed fourth in the conference in 1963, moved to third in 1964, went to second in 1965, and won their first WAC championship in 1966 after going undefeated in dual meets. BYU remained undefeated in dual meets in 1967, finishing with nine wins and one tie. The next year, Tucker's team won its second WAC championship. In 1969 the Cougars enhanced their reputation as one of the nation's finest golf teams by placing third in the NCAA championships. They also finished third in 1970 and placed seventh in 1971. After twelve full seasons of coaching, Karl Tucker's record in dual meets was 119-17-2.

Nine of Tucker's golfers have reached all-America status. Johnny Miller (1967), Ray Leach (1971), Lance Suzuki (1973), and Mike Reid (1974), were all first team selections. Dave Shipley (1971) and Mike Brannan (1975) were third team selections, with Mike Taylor (1966), Joey Dills (1972), and Chip Garriss (1970) receiving honorable mention honors. Mike Reid is BYU's only golfer to ever receive all-America first team honors twice. He was first team all-America in 1974 and 1975 as a sophomore and junior.

Buddy Allin went on to win many tournaments as a professional, and Johnny Miller became one of the top golfers of the world, winning the U. S. Open in 1973. In 1974 he tied Arnold Palmer's record of eight tournament wins in a season, including the World Open, and won \$351,121 on the professional tour, the most ever won in one season by a professional golfer. As this volume goes to press his total winnings have passed the one-million-dollar mark.

Coach Tucker's teams have finished first in WAC play during the last four seasons (1972 to 1975). On a 1975 tour of Scotland, France, and England, the BYU golf team won all seven tournaments in which they participated against several universities.

## Gymnastics

A new era in BYU athletics began in the fall of 1958. The

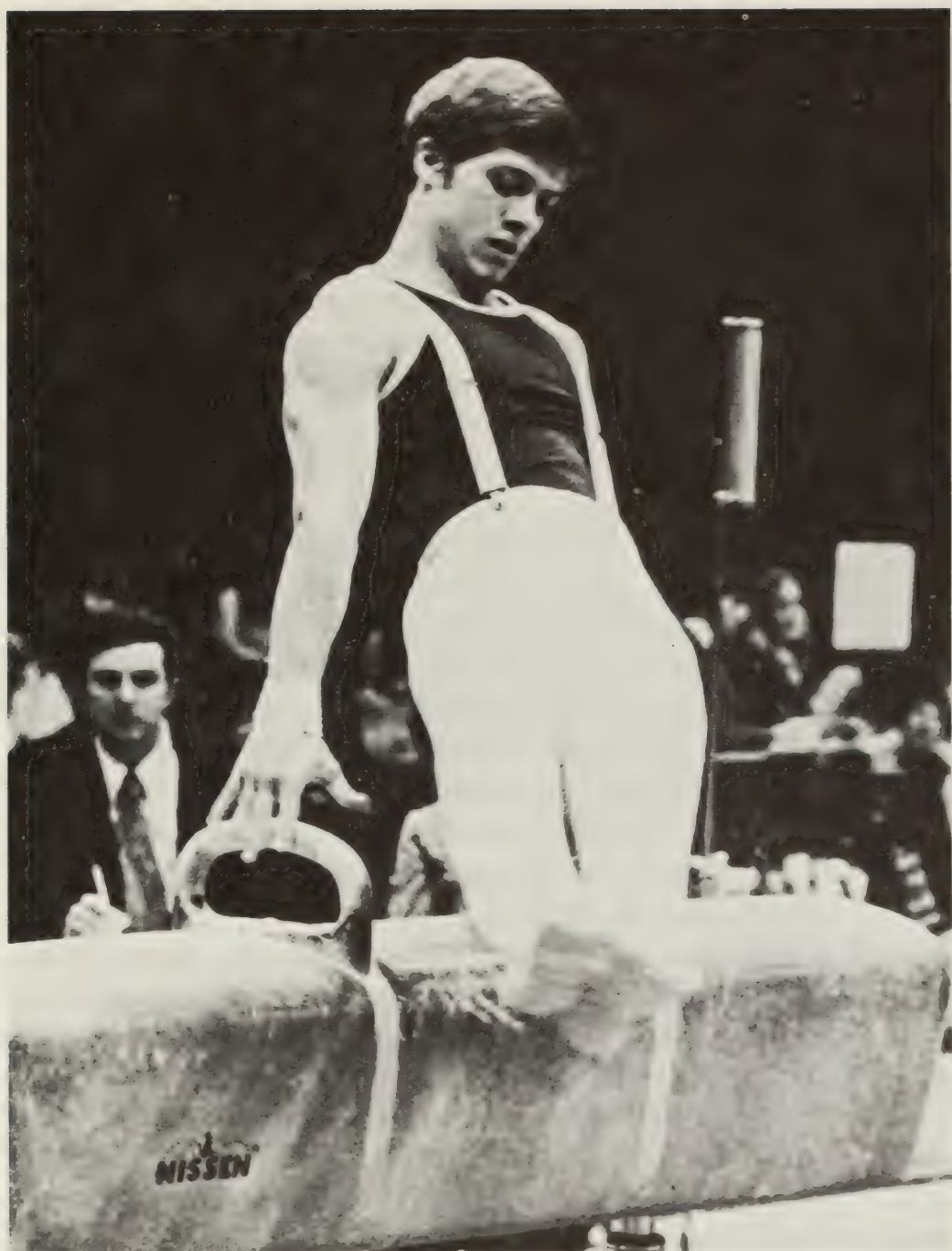
Athletic Department, under the direction of Dr. Eddie Kimball and through the auspices and encouragement of Dean Milton Hartvigsen, instituted the intercollegiate gymnastics program. Richard Andrus, a graduate of Brigham Young University, was chosen as coach. Scheduling was a major problem during that first year. The nearest university with a gymnastics program was some 600 miles away. Very few colleges had open dates, or they wanted a large guarantee for travel expenses. Therefore, the Cougars traveled to California and Colorado for competition and did not have any meets on their home floor. Even so, the young team finished with three wins and only two losses in their first year of intercollegiate competition.

After Richard Andrus left to accept a position in Southern California in 1959, Rudy Moe was appointed coach. He led the team for six years, three years prior to the organization of the Western Athletic Conference and three years after its inception, helping to develop many young men into nationally ranked gymnasts. Richard Snow, a local Provo boy who was deaf, won the conference championship on the trampoline in two successive years. In his three years as coach while BYU was in the WAC, Rudy Moe's teams finished second once and in third place twice in conference meets.

Bruce Morgenegg became the coach in 1965. That year the Cougars finished second in the WAC, only four points behind the University of Arizona. One reason for the team's outstanding record was the performance of all-America gymnast Richard Nickolas, to that point the only BYU gymnast to win the Western Athletic Conference all-around title. Nickolas was also BYU's first gymnast to finish in the top ten in the NCAA all-around event.

The next two years were frustrating for coach Morgenegg. His teams finished in the conference cellar twice, but there was one bright spot. Sidehorse performer Dennis Ramsey tied for second place in the 1967-68 NCAA finals. BYU worked hard, finishing in third in the conference the next two years. Dennis Ramsey again went to the NCAA finals and added





All-American gymnast Wayne Young performing on the side horse. Young was good enough to make the team which represented the United States in the 1976 Olympic games at Montreal.

another second place in the sidehorse to his long list of honors.

In 1970 when Coach Morgenegg took a leave of absence to pursue his doctoral studies at Columbia University, Dean Milton F. Hartvigsen asked Dr. Lavon Johnson to take over the head coaching duties. Johnson was the former head gymnastics coach for the University of Utah and a professor at Oregon State University. In his substitute capacity, Coach Johnson directed the team to a second place finish in the WAC. In 1971-72, Dr. Johnson led BYU to the team championship at the Portland Open and sixth place in the Rocky Mountain Open. The team finished third in the conference that year.

Between 1972 and 1975, Morgenegg resumed the coaching responsibilities. Although the team's record for these years was not outstanding, the individual achievements of Wayne Young were tremendous. After training for six months in Japan in 1972, Young returned to the United States as one of the country's top gymnasts. In 1974-75 he was the all-around champion at the NCAA gymnastics competition, and at the World Games in 1975 he was the top point scorer for the United States Gymnastics Team. During the winter of 1975, Young won the South Africa Cup.

During the years 1958 to 1975 the gymnastics program at BYU improved dramatically. While many colleges and universities were eliminating gymnastics, BYU continued to expand. Now, as in 1958, BYU must travel six hundred miles to compete with another university team, but the Physical Education Department has nevertheless continued to budget more money to upgrade the gymnastics program. For example, since 1970 the number of grants-in-aid allotted to promising high school gymnasts has increased from none to twelve, the maximum number allowed by the NCAA.

Further evidence that BYU is committed to excellence in gymnastics is the fact that at the beginning of the 1975-76 season Greg Sano was hired to replace Bruce Morgenegg as coach. Sano, a non-Mormon, has had extensive international



coaching experience. He coached several fine gymnasts who were members of the Japanese Olympic team.

## Swimming

Despite the fact that BYU had no swimming pool of its own, the school had a good swimming team in the 1920s. Bud Shields, a member of the team in 1928 and 1929, held the American record in the 220-yard and the 440-yard freestyle. In the national collegiate swimming meet at Philadelphia on 30 March 1928 and again at St. Louis on 29 March 1929, he was recognized as the high point man of the competition. The swimming program was discontinued when the Provo High School pool — the only available pool in the area — was boarded over in 1930.

Thirty-four years later, Walter Cryer, former University of Illinois athlete, was appointed head swimming coach to revive the intercollegiate swimming program. In the fall of 1964 he held afternoon practices with four swimmers at Park Row Swimming Pool in Springville while awaiting completion of the Richards Building. The latter building, housing two swimming pools and one diving pool along with other facilities, was completed in the fall of 1965. The Cougars compiled an amazing record in the first six years of their program. After a winning season in their first year, they went on to an undefeated record in dual meets in 1967, also taking first place in the Denver Relays. The conference meet was an all-Utah affair as the University of Utah took first place and BYU second. During the years from 1965 to 1971 the Cougars compiled a dual meet record of sixty-three wins, fifteen losses, and three ties. In championship meet competition the Cougars, who lacked the depth necessary to win, still finished in the top three in the Western Athletic Conference except in 1971, when Coach Cryer was on a semester sabbatical leave and they finished fourth. The team finished second three years in a row, 1967, 1968, and 1969. The team won sixteen individual WAC titles and three WAC relay titles, many of which established new conference records in the period from



BYU swimmer Fred Baird receiving  
his all-America certificate in 1969.



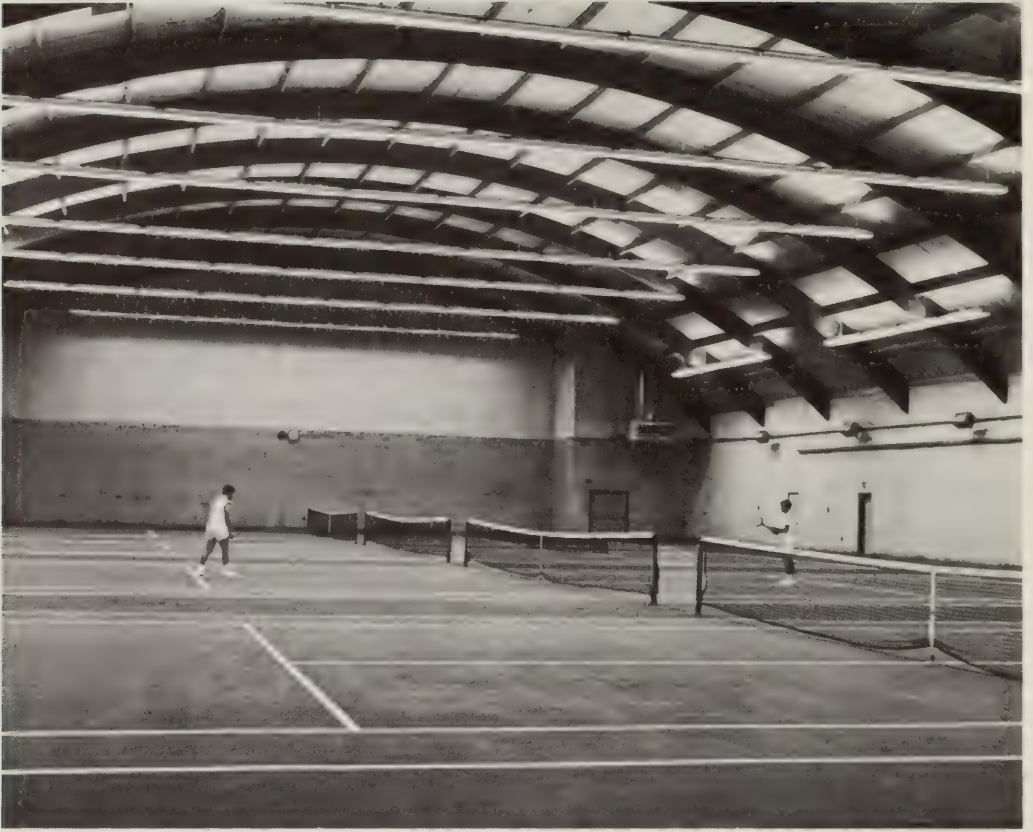
1966 to 1971. Dennis Meyring and Fred Baird were outstanding Cougar swimmers; Dennis was the only swimmer in the history of BYU to win three WAC titles in one year. After BYU entered the conference swimming championships in 1966, Fred Baird won six individual titles over a period of three years (between 1966 and 1969), more than any other WAC swimmer. Fred also was cited three times as a collegiate all-American.

Walt Cryer left in 1973 to continue his studies, finishing his eight seasons at BYU with a record of seventy-two wins, twenty-two losses, and three ties in dual meets.

Michael Burton, former captain of the United States Olympic swimming team and holder of ten world records, took over as head swimming coach in 1973 and led the Cougars to the conference championship in the 1973-74 season. At the conclusion of the 1974-75 season, Burton resigned his post at BYU to accept a position with an East Coast swim club. Named as Burton's successor was Tim Powers, former aquatic director and head swimming coach at Los Gatos High School in California. Coach Powers began his responsibilities as head swimming coach for the Cougars in the spring of 1975. In his first year his team won 5 of 7 dual meets, broke fifteen of the seventeen school records, and qualified to send six swimmers to the national championship meet. Unfortunately, on the day of the conference meet most of the swimmers had influenza and BYU finished fifth.

## **Tennis**

Fred "Buck" Dixon, a legend in Utah coaching circles, coached nearly every sport at BYU during his thirty-five years of service, starting in 1928. As a student in 1923 to 1926, he won four letters each in football, basketball, and tennis and was one of the finest all-around athletes ever to don a BYU uniform. He was tennis coach for more than two decades, and his teams won the state championship several times. For two years (1949-50) the Cougars dominated play in the Mountain States Athletic Conference, and during the Wilkinson years they usually finished in second, third, and fourth places.



An interior view of the indoor tennis courts south of the Smith Fieldhouse where the BYU tennis team works out.



Wayne Pearce, assistant coach of the tennis team in 1963, was named to head the program in 1964. His teams produced winning seasons immediately, and in 1966 the Cougars were 10-2 in dual meets and won their first Western Athletic Conference championship. After finishing third the next two years, BYU won four consecutive championships in 1969, 1970, 1971, and 1972. At the end of the 1975 season, Pearce's coaching record stood at 143-52 in dual meets.

One reason for the Cougars' success in tennis was Yugoslavian Zdravko Mincek. Mincek, one of the finest tennis players in his country, came to BYU in 1968 and completed an enviable four-year career at the school. The highlight for him and the University came in 1970 when he led the team to its second consecutive conference title and gained all-America status by making it to the semifinals of the NCAA singles championships. Names like Jim Robbins and Alejandro Hernandez were heard around the BYU tennis circles during the 1973 through 1975 seasons. Both players were high finishers in WAC competition. Coach Pearce's impressive overall record at BYU includes a 21-4 record in international competition. He has taken the BYU team to Europe three times, where the Cougars won numerous tournament championships in addition to dual matches.

## **Track and Field**

Coach Clarence Robison, a former BYU all-time great, took over as head track and field coach in 1950 and has posted one of the most impressive records in track and field history. Robison held several records while a student at BYU and climaxed his career as a member of the 1948 U. S. Olympic track team. Robison started with an inexperienced group and needed time to build. But, beginning in 1955 his teams won the conference championship for eight straight years. Competition intensified with the formation of the Western Athletic Conference, and BYU rose to national prominence. Robison's teams finished second in the new conference meet during the first five years of competition. They also finished in the top ten nationally from 1964 through 1967. In 1966

they finished second nationally. In June 1967, BYU hosted the NCAA championships.

The Cougars won their first WAC championship in 1968 and repeated that feat in 1969. In 1970 they fell to second, but won again in 1971. After six consecutive years of finishing in the top ten nationally, Coach Robison's team shared the NCAA title in 1970 with Kansas and Oregon, as each team scored thirty-five points at the national meet.<sup>29</sup> Several track performers at BYU won all-America status, and in 1970, 440 high hurdler Ralph Mann set a world record at Des Moines, Iowa. Mann, running a near perfect race, captured his second NCAA title in world record time of 48.8 seconds. In 1970 he became a three-time winner in the NCAA championships. Two achievements during this period were trips by the track team to Europe in 1956 and 1959, in which they made impressive records against Europe's finest. Coach "Robby" Robison was honored in 1956 with the Dale Rex Memorial Award, and in 1959 he was named coach of the year by *Coach and Athlete Magazine*.

In keeping with the winning ways of Coach Robison, BYU continued to dominate the WAC in track and field competition by winning the outdoor championships in 1970 and 1973 and the indoor championships in 1971, 1973, and 1974. During that time, numerous members of "Robby's" team garnered all-American honors. The list includes Richard Reid in 1972; Gary Cramer, Raimo Pihl, Mitch Wiley, and Richard Reid in 1973; and David Johnson, Bengt Gustafsson, Zdravko Pecar, Kenth Gardenkrans, Runald Backman, and Paul Cummings in 1974. Since Mann's NCAA championship in 1971, Pihl won top honors in 1973 in the decathlon, and Pecar, Backman, and Cummings won NCAA championship honors during the 1974 season in the discus, decathlon, and mile. In 1975, BYU again hosted the NCAA Championships in Provo; 1973 champion Raimo Pihl repeated his winning effort, setting a new NCAA meet record and a new BYU stadium record in the decathlon. BYU finished the meet in eighth place.

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29. UCLA, which scored more points, was disqualified because of a violation of the rules of its conference.





All-American miler Paul Cummings, the first BYU athlete to run a sub-four-minute mile. Paul was NCAA champion in this event.

## Wrestling

Wrestling, not a leading sport at BYU in earlier years, was discontinued during World War II and resumed in 1947 with Reed Nilsen, a former football player and wrestler, as coach. He continued until 1955. The team had losing seasons until 1954 when it posted a record of five wins against three losses in dual meets and placed third in the conference tournament. In 1955 the Cougars defeated all western division opponents, compiling a dual meet record of five wins against two losses.

The wrestling program had a number of head coaches after 1955. Graduate student Ray Thomas guided the team for the 1956 season, and the Cougars finished sixth in the conference meet. Wally Nalder also coached briefly. Allen Davis, assistant football coach and head wrestling coach, directed the team from 1957 to 1960 to a record of 10-17 in dual matches. The Cougars placed third in the conference in 1958. Reed Weight, a former varsity wrestler and a graduate student, coached in 1960, and his team won three dual matches against six defeats. Carl Bair, wrestling coach at Ricks College, came to BYU in the fall of 1960 and, along with his school work, took over coaching duties. That year the Skyline Conference ruled that freshmen could participate on the varsity level. Two freshmen, Hardie Rollins and LeGrande Boyer, anchored a team which won six and lost four in dual meet competition and climbed to fourth place in the conference standings.

Clint Whitfield, a graduate of UCLA, was named head wrestling coach in 1962. He organized the Cougar talent, and the team came away with its best record in years, 10-4-1. Heavyweight Steve Goodsell was unbeaten in seventeen matches and helped the team to gain another fourth place finish in the Skyline Conference. By this time, wrestling had emerged as a popular sport. Coach Whitfield's team won ten and lost five dual meets and had a four-point margin over Wyoming in the conference meet to win the conference championship in 1963. Whitfield resigned in the middle of the 1964 season to accept a position at Montana. In 1965, Fred Davis was named to replace him as head coach.



Davis, a former NCAA wrestling champion at Oklahoma State, began a winning trend in the BYU wrestling program. His 1965 team finished 12-1 in dual meets and placed fourth in the WAC standings. In 1966, he began a three-year streak that produced a 40-10-1 dual meet record and three straight conference championships. Mac Motokawa, a senior member on the 1966 team, concluded a remarkable career with his fourth individual WAC title. Motokawa, who won forty consecutive dual meet decisions, finished first in the national AAU meet in both free style and Greco-Roman style wrestling. A tribute to BYU's wrestling program, the NCAA national wrestling championships were held in Provo in 1969.

The Cougars continued their dominance of WAC wrestling from 1970 through 1975 as they won four of five conference championships under coach Davis. BYU had six conference champions in 1971 and went on to win the district seven championship. Laron Hansen was one outstanding wrestler for the Cougars that year, placing fifth in the NCAA tournament and earning all-America recognition. During the 1973 and 1974 seasons, returnees Ben Ohai, who twice captured all-America honors, and teammate Mike Hansen (Laron's brother), who also captured all-America honors, provided a sound nucleus around which Coach Davis built two championship teams which placed first and second in WAC competition. Coach Davis was selected NCAA coach of the year for 1973 and coached the West team in the East-West all-star matches in 1974. After ten years of coaching at BYU, Davis's dual meet record was 122-31-4. He has produced seven WAC championship teams and coached more than three dozen individual WAC champions.

### **Fan Support**

BYU fans avidly supported Cougar athletics as the University's programs gained national prominence. At the time of its construction in 1950-51, many felt the George Albert Smith Fieldhouse was too large, but over two million fans saw Cougar basketball games in the fieldhouse between



BYU wrestler Ken Westfall downing  
an opponent from the University  
of Utah in 1971.



1951 and 1971. In 1964, Cougar Stadium, an all-steel structure, was built to accommodate growing football crowds. In 1971, average attendance at basketball games was 10,322, somewhat more than the fieldhouse's capacity of 10,200. When the Cougars moved to the Marriott Center in 1971-72, they attracted average crowds of 21,181 fans in the 23,000-seat facility, breaking all national attendance records.

### **Athletic Supremacy in the WAC**

During the thirteen years since the formation of the Western Athletic Conference, Brigham Young University's excellence has been clear. At the conclusion of the 1974-75 school year, BYU had won a total of forty-one team championships. The University of New Mexico, BYU's closest rival, had only twenty-six team titles.

In its inaugural season the Western Athletic Conference introduced an all sports trophy, an award to be given the school with the best overall record in any given year. BYU won the first all sports trophy by a comfortable margin. When it became apparent that the Cougars would probably continue to possess the trophy, the award was dropped; had the award continued, BYU would have won it in eleven of the past thirteen years. In 1975, BYU finished second in the standings. BYU's most consistent team winners have been wrestling (nine championships), golf (seven WAC titles), and track (five outdoor championships). In 1971 the University's athletic balance was recognized nationally. A survey conducted by the daily newspaper at the University of Tennessee ranked BYU fourth in the nation in its sports program. The three leading schools were all on the Pacific Coast.

### **Athletic Standards**

Adherence to high standards has helped BYU produce quality teams. The observance of the BYU code of conduct, which applies to athletes as well as other students, has on occasion resulted in the dismissal of talented performers. Enforcement of these standards at times cost BYU teams

honors, but winning has always been subordinated to the maintenance of proper athletic standards. To this date (1975) the school has not been subject to scandal.

The code of conduct applies to coaches as well as athletes. President Wilkinson always informed coaches that, while they could not be expected to win all their games, the school did expect them to observe not only the standards of the school but the standards of the conference and the NCAA. When Wilkinson learned that a football coach helped players obtain off-campus work during the football season beyond that allowed by the NCAA, his contract was immediately terminated. Swift action on the part of Wilkinson, which was reported immediately to the NCAA, brought a response from the NCAA that if other presidents would take the same kind of action there would be little need for discipline from the NCAA.

### **A Tradition of Sportsmanship**

A tradition of good sportsmanship and a consciousness of crowd control has long been a distinctive feature of BYU athletics. While sportsmanship on campus sometimes leaves something to be desired, the crowds generally furnish a warm welcome to visiting players, give hearty applause for outstanding performances by visitors, and display respect for visiting teams and their guests. More than one visiting scribe has written of the "knowledgeable and appreciative fans" at Brigham Young University.

Typical of many letters received by BYU presidents is the following from Bill Esposito, director of sports information at St. John's University, Jamaica, New York, whose team won the Cougar Classic at Provo in December 1975:

Your students, particularly during the games . . . showed a positive attitude, urging on their own team but not cheering against the visitors. And, at the end, with BYU losing the championship game, they stood and rewarded the effort of Coach Arnold and his team with a rousing ovation. Our own coach, Lou Carnesecca, said "this was one of the finest displays of school spirit I've ever seen.



This is what makes coaching in college the satisfying job it is." And . . . your students cheered our players when they went to get a trophy which will take a prime spot in our Alumni Hall lobby for many years to come.

Your students are a credit to the ideals of your University and the faith it represents. It is very easy to be gracious when you win . . . but it is difficult to show the same grace when you lose. Having seen Brigham Young's athletes and fans after winning and losing, I'd say that won-lost records are not important. This is not to say BYU does not strive to win, but it is to say that BYU's attitude and spirit has already won before the game.<sup>30</sup>

### **Accusations of Racism**

The only thing that threatened to mar BYU's otherwise successful intercollegiate athletic program during the Wilkinson years was the unfortunate eruption in 1969-70 of racial accusations precipitated by the almost ubiquitous university unrest of the late 1960s. Because there are few Latter-day Saint blacks, and BYU, for that reason, generally did not have a black student on one of its teams, the school was accused of being racist. BYU's confrontation with the problem began in April 1968 and was accompanied by extensive local and national press coverage. On 13 April 1968, black members of the University of Texas-El Paso track team refused to participate in a meet with Brigham Young University at Provo on the grounds that BYU was a racist institution. This precipitated an altercation between the UTEP players and their coach, who insisted there was no support for the players' accusations of BYU racism. President Wilkinson was at first pleased with the support President Joseph Ray gave the coach and athletic director in the incident. However, President Ray soon wrote Wilkinson, "Without any suggestion at all of trying to run your business, I think your institution will be a thorn in the side of the Conference until such time as you recruit at least a token Negro athlete. Until you do, all explanations that the

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30. Bill Esposito to Dallin H. Oaks, 15 December 1975, Centennial History files, BYU Archives.

charges are not true will not carry the ring of conviction.”<sup>31</sup> President Wilkinson replied:

So that the record will be straight on this matter, may I inform you that we have consistently had a policy against discrimination at this University, and all Negroes who apply for admission and can meet the academic standards are admitted. . . . In point of fact, we have had Negro athletes on our track teams. However, since we have only one Negro family living in Provo (both the husband and wife of whom work in Salt Lake City) very few Negroes have ever applied for enrollment at this institution, although we do have some enrolled at the present time.<sup>32</sup>

This type of exchange began to typify the format of the controversy, the outsider criticizing from lack of knowledge and the University officials attempting to correct the misunderstanding.

Shortly after the incident with UTEP, a speaker at an education conference in Denver accused BYU of being racist. This was followed a month later by the cancellation of a concert to be given on the BYU campus by the popular but uninformed Herb Alpert on the grounds of the school's alleged discrimination. In addition, an article in *Sports Illustrated* cast the BYU athletic program in an unfavorable light.

The next athletic incident occurred on the West Coast in 1968 as a forthcoming BYU-San Jose State football game brought protests from students and black members of the San Jose team. *The Palo Alto Times* reported, “San Jose State’s hopes of winning another game of the aging football season were dimmed Tuesday when the team’s seven black athletes announced that they would not participate in the Spartans’ contest with Brigham Young University. The seven players Tuesday informed their teammates that they will not play against BYU, contending the Utah school is racist. . . . Approximately 100 students, blacks and whites, demonstrated with signs aimed at Brigham Young at last Saturday’s

31. Joseph M. Ray to Ernest L. Wilkinson, 22 April 1968, Wilkinson Presidential Papers.

32. Wilkinson to Ray, 3 May 1968, Wilkinson Presidential Papers.



homecoming game.”<sup>33</sup> Student boycotts were proposed, dissidents demanded meetings with San Jose State University officials, and there was even talk of occupying buildings on campus. Despite rumors of cancellation, the game was held — and BYU lost.

On the heels of the San Jose incident came a refusal by a California high school to allow the BYU Symphonic Band to play at a school assembly because of alleged BYU racism. By then the 1969-70 basketball season was under way, and the protests became even more visible. Even at games with members of the Western Athletic Conference the BYU team was subjected to ugly demonstrations which at times threatened the safety of fans and BYU team members. At a University of New Mexico game an inflammable liquid was thrown onto the playing floor, causing the game to be delayed as crews attempted to clean up the floor before the finish was eaten off. The ugliest demonstration took place at Fort Collins, Colorado, during a game with Colorado State University. Over the objections of President Wilkinson, who was present, dissidents were allowed to engage in a demonstration on the playing floor during halftime. The demonstration resulted in obscene language, vulgar gestures, and threatened physical injury to BYU cheerleaders and band members. Campus police had to be called in to quell the disturbance.

Similar protests were staged at Arizona State University. California State College at Hayward cancelled a game in the spring, and the baseball team was unable to participate in the prestigious Riverside Baseball Tournament. This was followed by a cancellation of a scheduled tennis match with Stanford.

One of the most highly publicized events occurred at the University of Wyoming where the black students on the University of Wyoming football team, as a protest against the alleged racism of the Mormon Church, threatened to wear black armbands during a football game with BYU to be played in Laramie on 18 October 1969. When they refused to desist, the Wyoming coach expelled fourteen black players from his

33. *Palo Alto Times*, 20 November 1968.

team for the entire season. Most Wyoming fans supported this action. In fact, the president of the University of Wyoming reported to President Wilkinson the next morning that if an election were held right then the coach would have been elected governor of Wyoming. Nevertheless, the fourteen athletes brought suit against the coach, the athletic director, the trustees of the university in their official capacities, and the university itself. They alleged that refusal to permit them to wear armbands in protest against the religious belief of the Mormon Church was a deprivation of their right to peaceably demonstrate and other rights guaranteed by the Constitution of the United States. They asked for a declaratory judgment that their dismissal was unconstitutional and for damages in the amount of \$75,000 for each plaintiff, together with \$50,000 punitive damages. The university defended on the ground, among others, that if the governing officials of the school had "acceded to the demands of the fourteen plaintiffs . . . such action . . . would have been directly violative of the First Amendment," which guarantees the free exercise of religion.<sup>34</sup> The Federal District Court of Wyoming, both in preliminary and final hearings, dismissed the complaint. On a second appeal to the Tenth Circuit Court of Appeals, that court affirmed the lower court's dismissal on the ground that the action of the coach was a reasonable regulation of expression under the circumstances involved.<sup>35</sup>

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34. "Order Granting Motion to Dismiss with Findings," copy of Wyoming District Court Proceedings for *Williams v. Eaton*, No. 5412 Civil, 25 March 1970, box 561, folder 1, Wilkinson Presidential Papers, p. 12. On this aspect of the case Wyoming relied, among other cases, on *School District of Abington Township v. Schempp*, 374 U. S. 203, 83 S. Ct. 1560, 10 L. Ed. 2d 844, which said that "the neutrality and the separation of church and state principle . . . is controlling in relationship to the facts of this case, rendering the plaintiffs' complaint insubstantial and without merit under decisions rendered by the United States Supreme Court."

35. *Williams v. Eaton*, 468 F. 2d 1079, 1084 (1972). On the first appeal the Tenth Circuit Court upheld the decision of the Federal District Court because the State of Wyoming could not be sued in federal court without its consent, which it had not given. The court, however, sent the case back to determine whether as a fact the players were dismissed because they insisted on wearing the black armbands during



After the incident in Wyoming, student clubs all around the Western Athletic Conference organized to obtain BYU's expulsion from the conference. Black student alliances, Civil Liberties Unionists, and other less structured student groups petitioned their school administrations to work to end any academic or athletic connection with what they called the racist Utah school. The press gave the issue broad coverage, and rumors began to fly that BYU would be out of the conference within a short time. In fact, on 25 October 1969, the day of the BYU-UTEP football game, UTEP President Smiley unofficially stated that he thought BYU should resign from the conference in the best interest of the conference.<sup>36</sup> This pressure to withdraw remained rather constant during the fall of 1969, but no action was ever taken. Among other factors that deterred action against BYU were its reputation, its officials, its coaches, its athletic staff, and its teams. Some of the other conference school officials realized that BYU was being unjustly charged. To many, it seemed the attack on BYU was being obliquely implemented for the purpose of attacking the Church and its theological doctrine even though BYU as a university had practiced no discrimination.

On 12 November 1969, President Kenneth Pitzer of Stanford issued a press statement which said that Stanford would "schedule no new athletic or other competitions with Brigham Young University" because of alleged racial discrimination by the Mormon Church. He said Stanford would play two scheduled basketball games in December 1970 with BYU but would schedule no further meetings, including debates and other nonathletic competition. He said, "It is the policy of Stanford University not to schedule events with institutions

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the game. On remand the trial court found this to be the fact and again dismissed the complaint. With this finding of fact made, the appellate court on the second appeal upheld the lower court's decision.

36. Just three weeks earlier a vote was demanded in a meeting of the Western Collegiate Association, a student organization, on a resolution which characterized BYU as a racist institution. This resolution was defeated by a vote of four to two. Against the resolution were BYU, Arizona State, Wyoming, and Utah State; for the resolution were UTEP and Utah.

which practice discrimination on a basis of race or national origin or which are affiliated with or sponsored by institutions which do so.”<sup>37</sup>

BYU immediately responded with a news release prepared by Dr. Heber G. Wolsey, director of university relations:

We at Brigham Young University think it is unfortunate that Stanford University has openly announced a policy of discrimination against BYU and its student body. . . . The Stanford policy to drop BYU on a religious issue is as unfair as it would be for Stanford to drop Notre Dame or Southern Methodist because their sponsoring religious organizations have doctrine contrary to the beliefs of certain pressure groups on the Stanford campus. . . . It has never been our policy at BYU to retaliate against unfair accusations, but we believe that the public is entitled to know our policy as it actually is, and not as it is interpreted by those who may not have taken the time to study it. . . . A thorough study by the Department of Health, Education, and Welfare showed BYU to be in complete compliance with the Civil Rights Act. Furthermore, the official letter from the Civil Rights Director of the Department, dated 27 March 1969, stated: “We think you might like to know that we still consider Brigham Young as being one of the very finest schools we have visited.”<sup>38</sup>

In the flurry of public comment that followed Pitzer’s announcement, it became apparent that many people supported BYU in the issue. As a sampling, a non-LDS attorney from New Mexico wrote President Pitzer:

I had always considered that Stanford University was something a little special in the area of institutions of higher learning. After reading of Stanford’s action against Brigham Young University, I will have to disabuse myself of that idea. . . . From what I have seen of

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37. Statement by Kenneth Pitzer, president of Stanford University, as reported by United Press International, 12 November 1969, copy in Wilkinson Presidential Papers.

38. Heber G. Wolsey, “News Release,” folder 11, Wilkinson Presidential Papers.



BYU, it is a pretty good outfit and Stanford may get some good ideas by sending a committee to look it over. I would have thought that Stanford would be one of the last schools to use these kinds of tactics and exert these kinds of pressures on another school of its rank. I am disappointed and I am sure that many others over the country will feel the same way about it. Will the real bigot please stand up!<sup>39</sup>

Robert L. Faucett of Orange, California, wrote Pitzer:

I would assume that any church should have the right to control its own doctrinal creed. . . . The first amendment provides, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." So it would seem that Stanford University is taking upon itself the power to do that which the Congress of the United States is not permitted to do. Since Leland Stanford was a great and good friend of Brigham Young, it would seem that he found no fault with the religious views of Brigham Young as they related to the right of Negroes to become a part of the Mormon priesthood. I am not a Mormon, but I feel that this tendency to terminate athletic relationships in order to exploit political views, is most deplorable.<sup>40</sup>

W. E. Tegner wrote President Wilkinson:

As an alumnus of Stanford, circa 1918, I am writing to apologize for the actions of the present administration there in cutting off athletic relations with your school. . . . David Starr Jordan was a true Liberal, but above all, a great educator. He would be shocked at what is happening there. . . . The 'Winds of Freedom' are slanted to blow in only one direction. When the Tide does turn, which it surely will, the pendulum will swing the other direction. . . . Although I have no connections with the Mormon Church, I trust you will forgive my expressing

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39. John E. Hall to Kenneth Pitzer, 13 November 1969, copy in Wilkinson Presidential Papers.

40. Faucett to Pitzer, 13 November 1969, copy in Wilkinson Presidential Papers.

my views as an individual. The **BLACKEST** day in Stanford History was reached on 12 November 1969.<sup>41</sup>

Many letters of protest indicated intentions to discontinue financial contributions to Stanford, and, in some instances, to make contributions to BYU. These were all the more telling because they were primarily from non-Mormons and from Stanford graduates.<sup>42</sup>

After the violent public reaction to the Stanford affair,<sup>43</sup> protest against BYU athletics diminished considerably. When individuals, students, and school administrators viewed the issue objectively, the inconsistency of the allegations against BYU became clear. One observer explained the ludicrous nature of the situation:

We had the National Collegiate Amateur Tennis Tournament here [University of Utah] this past weekend. The winner, Mr. [Roscoe] Tanner from Stanford was telling me how silly it really is. He says he cannot play BYU teams in tennis because of the Stanford ban on the Mormon school because of the negro priesthood thing. But his coach's wife — is LDS — at Stanford itself. Then the coach at UCLA is LDS. . . . Your [BYU's] best player Mincek — is a Catholic — so that means Tanner (who is a Presbyterian . . .) at Stanford, being coached by a man

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41. W. E. Tegner to Ernest L. Wilkinson, 14 November 1969, Wilkinson Presidential Papers.

42. As an example, Ronald Hyde, director of alumni relations for BYU, reported to President Wilkinson that "An attorney and BYU alumnus called today from his office in Monterey, California, to report that one of his clients had just directed him to remove Stanford University from her will. They originally were to receive over \$400,000 from her estate" (Hyde to Wilkinson, 14 November 1969, Wilkinson Presidential Papers). Another Stanford alumnus wrote Pitzer, "Over the years I have contributed funds [to Stanford] . . . and I made a provision in my will for additional funds. In 1968 when Stanford degraded itself scholastically by lowering entrance requirements and by accepting grammar school dropouts, I ceased my annual giving. Now I am adding a codicil to my will that cancels gifts to Stanford" (J. M. Ehrhorn to Pitzer, 18 November 1969, copy in Wilkinson Presidential Papers).

43. Undoubtedly there were individuals who took the side of President Pitzer, but all the correspondence sent to BYU was against the action of Stanford's president.



whose wife is LDS, cannot play a Catholic (Mincek) from BYU because of the priesthood squabble — but he can play any player (even though a Mormon) from UCLA which is coached by a Mormon — because UCLA administrators have not banned the Negroes from any Priesthood. That reads like a drunkard's explanation of income tax or something, doesn't it? P. S. Tanner can play all the U of U fellows — who are mostly LDS coached by an LDS — but not Catholics from the Y.<sup>44</sup>

The criticism of Pitzer by Stanford's alumni on this and other matters became so intense that he resigned on 25 June 1970. Thereafter, on 24 July 1970, Wilkinson gave his address to the Bohemian Club (*see* chapter 37). At the conclusion of his address, several trustees of Stanford came forward and expressed total disagreement with what Pitzer had done and apologized for his action against BYU, stating that the action had never received the approval of the board of trustees of Stanford University.

At about the same time, black minority students at the University of Washington raised the question of whether that institution should continue athletic competition with BYU. In an opinion dated 10 March 1970 the attorney general of Washington stated:

Although the Mormon Church is the sponsor of Brigham Young University, BYU itself does not engage in any racially discriminatory practices, nor does it require students, faculty or staff to be or become members of the Mormon faith.

Brigham Young University's practices have been found by the Office for Civil Rights of Health, Education, and Welfare to be in complete compliance with Title VI of the Civil Rights Act of 1964 which provides in part that "no person . . . shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal assistance."

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44. Paul Harmon to Ernest L. Wilkinson, 1 February 1971, Wilkinson Presidential Papers.

Since the only evidence the University has concerning Brigham Young University's racial practices is that it does not discriminate on the basis of race, the University cannot declare a policy of refusal to engage in activities with BYU solely because of a creed of its religious sponsor, regardless of how strongly individuals may disagree with that religious creed.<sup>45</sup>

Similar opinions were given by the attorney generals of Wyoming and Utah.

Despite these opinions, pressures from minority students became so strong that the University of Washington decided it needed a judicial determination to sustain its position that it could not lawfully refuse to play BYU because of the religious beliefs of the Mormon Church. It therefore filed a friendly suit against BYU to determine this question. Since this case involved public relations as well as legal concepts, the BYU administration placed full-page statements in important Washington and Oregon newspapers, quoting the catalog of the institution to the effect that students of any race, creed, color, or national origin were accepted for admission to Brigham Young University and also citing a letter from the Denver Office of the Civil Rights Office of the Department of Health, Education, and Welfare, stating that BYU was in compliance with Title VI of the Civil Rights Act of 1964. A copy of this statement is included in the appendices to Volume 4. These full-page advertisements were very influential and won the support of both Mormon and non-Mormon citizens in the Northwest. Even some blacks came to the support of BYU. Thus, the publisher of a black newspaper advised Dr. Heber G. Wolsey, who was publicity director for BYU, that he hoped his children would attend BYU because BYU had discipline, BYU had faith in God, and BYU seemed to know where it was going.<sup>46</sup> As the tide of public opinion turned, the

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45. "Minorities, Civil Rights, and BYU," *BYU Daily Universe*, 2 April 1970.

46. Heber G. Wolsey, "Minorities, Civil Rights, and BYU," address to BYU studentbody, 12 May 1970, reproduced in *Speeches of the Year* (Provo, Utah: Brigham Young University, 1970), p. 5.



racism issue faded for lack of merit and substance, and the suit by the University of Washington was dismissed.

### **Rebound from Demoralizing Accusations**

The tumultuous 1969-70 athletic season became history, and although the athletic morale sagged somewhat, the teams came back the next year with much better records. For example, the basketball team came back from seventh place in the WAC to capture first place, earning a berth in the NCAA playoffs. In many ways, this test of adversity brought the school greater stature and respect from all sectors than it enjoyed before the accusations of racism were made. Indeed, BYU received a letter from a black graduate of the University of Wyoming applauding its stand and deploring the action of the blacks on the Wyoming team.

### **Women's Intercollegiate Athletics**

The first intercollegiate sports event for women at Brigham Young University was a basketball game held in 1899 on the University of Utah campus between girls from Brigham Young Academy and girls from the University of Utah. A reception committee from the University of Utah

met at the station some 350 students and teachers from the Brigham Young Academy. A spirit of friendliness pervaded the meeting and prevailed during the events of the day. . . . The first event and the only one in which the girls of both institutions participated was the basketball game. The Provo girls had the advantage of strength and weight, but lacked in wiriness and teamwork.

The Brigham Young Academy girls' uniforms were made of black Nun's veiling and were of three widths in the bloomers. . . . The blouse of the uniform was of the sailor type and black with a large collar. A wide sash tied around the waist with a large bow in the back, black stockings, a white tie, and a black cap completed the uniform.<sup>47</sup>

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47. Gloria Jacquelyn Nettles, "A History of Physical Education for

One of the girls went out on the court with only two widths of cloth in her bloomers and was severely reprimanded. Costumes that women wore in these early years of athletic participation limited their activity. The tightly laced corsets, bustles, and hoops, along with numerous underskirts and yards of trailing skirt, prevented most, if not all, physical activity.<sup>48</sup>

Around the turn of the century there were no indoor facilities available for athletic activities. With the completion of the Training School and its third-floor gymnasium in 1902, basketball became a popular game with the women of the school. Tennis was organized in 1911, and the first intercollegiate matches were played against the University of Utah in 1913. The first reference to participation by college girls in track and field was in 1918 when the college girls competed with the high school girls in the following events: fifty-yard dash, broad jump, and 220-yard relay. During the years from 1893 to 1920, women's intercollegiate competition was under the direction of the woman instructor of physical culture; Maud May Babcock was a particularly effective leader. She served from 1893 to 1895 as director of physical education for women.

In 1921 the Girls' Athletic Club of BYU was organized. Although this organization did much to emphasize sports activities and to encourage the young women to become active participants in interclass and intramural activities, it did not sponsor intercollegiate competition. Swimming clubs were organized for faculty and students in the fall of 1921. Since BYU had no swimming facility, the clubs used the pool at Provo High School. During that year a competitive swimming meet was held between Lyle Nelson, a BYU student, who tied Pearl Kimball, four-year state champion from the University of Utah. The race was a forty-yard dash, and Lyle Nelson is the only girl who ever gave Miss Kimball any real competition.

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Women at the Brigham Young University" (M.S. thesis, Brigham Young University, 1957), pp. 20-21. Much of the material in this section is taken from Nettles's thesis.

48. Betty Spears, "The Emergence of Women in Sport," in Barbara J. Hoepner, ed., *Women's Athletics: Coping with Controversy* (Washington, D. C.: AAHPER Publications, 1974), pp. 26-42.



In December 1923, approximately fifteen women tried out for the new women's swimming team, but intercollegiate athletics still had not become popular with the women. Competition did take place between BYU, the University of Utah, and Utah State Agricultural College in the form of "Play Days" and "Sports Days," and sometimes there were interschool games in basketball, but interclass and intramural games were emphasized.

The Girls' Athletic Club was reorganized in 1924 to become the Women's Athletic Association (WAA). In 1927, archery became one of the favorite women's athletic activities at BYU, and girls competed with students from Utah State Agricultural College and the University of Utah for the state championship.

In the spring of 1932, Vera Conder, a BYU coed, became the first Utah girl to try out for the United States Olympic track team. Her indoor marks in the fifty-yard dash and the eighty-meter hurdles were close to the Olympic records, but she did not make the team. The WAA program continued to grow under the direction of Wilma Jeppson in the 1930s. According to her, the objectives of the women's intramural and physical education programs at this time were to help every girl develop sufficient skill in one or more sports to provide an enjoyable form of recreation for later life. Leona Holbrook came to Brigham Young University in 1937 as chairman of the Department of Physical Education — Women. In addition to her academic background, she had experience in recreation, camping, and athletics. Holbrook gave direct leadership and departmental sponsorship to the many recreational and athletic activities which were reasonable and logical extensions of the BYU physical education program. She directed athletic activities in the early years of her affiliation with the department until the University's growth necessitated the expansion of the department's faculty.

An annual state WAA convention, held on the BYU campus in the fall of 1938, brought delegates from the University of Utah, Utah State Agricultural College, Weber State College,



Leona Holbrook, for many years  
chairman of women's athletics  
at BYU.



Carbon College, and Snow College. In 1939, teams of girls in the WAA traveled to the University of Utah to participate in basketball and swimming. This "Play Day" became an annual event. In the spring of 1940 the event was held at Utah State Agricultural College in Logan. Archery, swimming, shuffleboard, ping-pong, basketball, and badminton were included in the play day competition.

As more college women showed a desire to compete in athletics, the WAA provided opportunities for them. During the 1940s, field hockey, softball, skiing, tennis, badminton, and volleyball were included in the WAA intercollegiate play day programs. In October 1946, fifteen girls representing BYU participated in a field hockey tournament at the University of Utah which featured teams from Utah, BYU, and USAC. The competition was not held on an intercollegiate basis, however, as four teams were made up of girls from the three schools.<sup>49</sup>

Basketball continued to be popular. *Y News* noted in 1944 that "Although the masculine Cougar five did not oppose the University of Utah this year in basketball, an unofficial girls' basketball team from BYU carried the blue and white to two successive victories over an unofficial girls' team from Utah."<sup>50</sup>

Faculty women from the University of Colorado who desired to ski competitively called a meeting with faculty members from BYU, Utah, Colorado State University, and the University of Wyoming in 1946, organizing the College Women's Physical Education Association of Utah, Wyoming, and Colorado. Clare Small of the University of Colorado was elected president, and Leona Holbrook of BYU was elected vice-president (to become president the following year). This meeting resulted in the formulation of criteria for wholesome and worthwhile competition.<sup>51</sup> With the organization of this

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49. "Fifteen BYU Coeds Will Participate in Field Hockey," *Y News*, 24 October 1946.

50. "Coed Team Wins Two Games from U Coeds," *Y News*, 2 March 1944.

51. Transcribed interview with Leona Holbrook conducted 18 November 1974, in the possession of Phyllis Jacobson, Brigham Young Univer-

association came changes in the structure of competition and the addition of other sports to the intercollegiate program. Play-day-type competition, where students from several colleges gathered to form teams, evolved into sport-day-type competition, where teams from various universities competed as a unit representing their own school. Volleyball, basketball, and softball were the team sports, with tennis and bowling the individual sports sponsored by the new organization. The association had a scheduling board for intercollegiate meets, but no regional champions were declared. The association soon changed its name to Intermountain Associates for Physical Education of College Women in order to include Idaho, Utah, Colorado, New Mexico, and Arizona. Its activities and their scheduling and conduct were so successful that the program gave encouragement to other institutions and regions to develop similar programs of sports activities for women.

In 1948 the Women's Athletic Association became the Women's Intramural Council with more responsibility for handling the affairs of women's competitive sports at BYU. The teams had no regular coaches, but faculty members served as advisers in each sport. Mary Beth Benson and Cynthia Cowan Hirst coordinated the intramural program and advised intercollegiate teams in the late 1940s and early 1950s.<sup>52</sup>

Women's sports programs grew in pace with the rest of the campus in the 1950s. The University sponsored clinics and established new divisions of competition, including independents, physical education majors, social units, and students from Heritage Halls. Later, these competitive divisions were reorganized to include teams from BYU stakes. The *Women's Intramural Handbook* was published for the first time by the faculty of the Women's Physical Education Department in 1955. Faculty sponsors during this period included Florence

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sity. See also transcribed interview with Cynthia Cowan Hirst conducted 11 December 1974 in the possession of Phyllis Jacobson.

52. See "Women's Intramural Historical Scrapbooks," 1946-47 through 1948-49 and 1957-58 through 1968-69, in the possession of Phyllis Jacobson.



Webb (1954-55), Irva Lou Peterson (1955-57), and JoAnn Calderwood (1957-61).

During the 1956-57 school year the University of Wyoming invited BYU and seven other colleges and universities in Utah, Wyoming, and Colorado to participate in a regional sports day, with competition in volleyball and bowling. The team from BYU, under the leadership of JoAnn Calderwood, took first place in volleyball. With the exception of skiing, this was the first recorded account of women from BYU competing in a sports program against colleges and universities from other states. Throughout the remainder of the 1950s and into the early 1960s, many area and regional sports days were held. Teams from BYU, Idaho State College, Ricks College, Utah State University, the University of Utah, Weber State College, Dixie College, Snow College, and Southern Utah State College participated in area sports days, while regional meets featured colleges and universities from Idaho, Utah, Wyoming, Colorado, New Mexico, and Arizona. Field hockey, track and field, gymnastics, swimming, paddleball, badminton, and archery were added to the list of sports activities included in sports day competition. JoAnn Calderwood, adviser to the women's intramural program, also coached the BYU women's intercollegiate teams from 1957 to 1961.<sup>53</sup> As the program of competition for women evolved at BYU, the term *extramural teams* replaced *intercollegiate teams* because the word *extramural* supposedly connoted a less aggressive, less masculine atmosphere for competition.

Elaine Michaelis took over the responsibilities of coaching the various extramural teams in 1962, as well as being responsible for women's intramurals. She continued to administer and coach all the sports with the help of graduate students in some team sports until 1964-65, when Ann Valentine took the tennis and badminton teams and Lu Wallace coached the gymnastics team.<sup>54</sup> Changes in women's athletics at BYU re-

53. Lu Wallace, "Personal Notebook of Minutes and Reports of ICCWPE (IAIAW)," in the possession of the author. *See also* "Women's Intramural Handbooks," 1956 to 1974.

54. Transcribed interview with Elaine Michaelis conducted 15 November 1974, in the possession of Phyllis Jacobson. *See also* transcribed inter-

flected national trends. Tryouts were held weeks in advance of sports days in order to give teams more time to get ready for competition. Finances to cover most of the expenses of the extramural program came from studentbody funds through the women's intramural program. This paid for transportation, lodging, and entry fees, while the team members bought their own meals. Team uniforms were not provided; therefore, team members wore the same style of uniforms that were issued to women's physical education classes. It was not until field hockey tunics were purchased for team members in 1966-67 that a BYU women's team had uniforms.

Grouping two or three sports together to reduce travel costs, sports days included competition in several events. Area tournaments were generally held on Saturday a week or two in advance of regional tournaments, which took place on a Friday and Saturday. During the 1967-68 school year, BYU was very successful in women's athletics:

Of the 30 meets in which they participated, the BYU women won 17 titles and placed second in eight other meets. In all, they claimed first or second place in 25 of 30 events. . . .

In intermountain competition, the BYU women won titles in basketball, softball, and archery. Regional titles won by BYU include field hockey, gymnastics, volleyball, basketball, track and field, bowling, badminton, and paddleball.

Besides the sports already mentioned in which BYU women won top honors, there is competition in golf, tennis, swimming, synchronized swimming, and skiing.

This spring BYU was the host for the spring intermountain meet. Eighteen universities vied for honors in softball, archery, tennis, and golf. A total of 430 women participated in this meet. BYU women won the softball and archery and placed second in tennis and golf.<sup>55</sup>

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view with Lu Wallace conducted 15 November 1974, in the possession of Phyllis Jacobson.

55. "Women's Intramural Historical Scrapbooks, 1957-58 through 1968-69.



Considering the growth of competitive programs on the national level, there was need for a governing body which would provide leadership and would initiate and maintain standards of excellence in intercollegiate competition for all college women. This gave birth to the Association for Intercollegiate Athletics for Women (AIAW). Memberships were solicited in the 1971-72 academic year, and Brigham Young University, along with approximately 275 other schools, joined.

Changes on the national scene had their effect on the program of competition for women at BYU. As was the case in the Men's Intercollegiate Athletic Program, the entire women's program was under the direct supervision of the College of Physical Education. Immediate supervision of the program was removed from the jurisdiction of the women's intramural program in 1968 and given to an extramural council with a coordinator as its head. In this position, Dr. Phyllis Jacobson, who served from 1968 to 1971, had similar administrative responsibilities to those of an athletic director in a men's intercollegiate program.<sup>56</sup> Competition gradually shifted away from the structured sports day arrangement to triangular meets and more formal games on a home and away basis. Regional and area competition also became more structured as three districts were identified in the Intermountain Region. The Wasatch District included Southern Idaho and Utah; the Northern District included Wyoming and Colorado; and the Southern District included Southern Colorado, New Mexico, and later, Arizona. District tournaments began to have more importance; teams had to place first or second in district competition before they could go to regional tournaments. For the sports where national qualifying was necessary, the Intermountain Regional Sports Day became the qualifying tournament for attending national events.<sup>57</sup> The budget for the program no longer came from ASBYU intramural funds but from the general budget of the University. All teams had

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56. "Records of Women's Extramural Program," in the possession of Phyllis Jacobson.

57. Ibid. *See also* transcribed interview with Lu Wallace.



Coach Elaine Michaelis (front right) discussing game strategy with members of BYU's women's volleyball team at the national championships in 1974. Players include (left to right) Kellie Jones, Denise Loo, Lae Loo, Becky Hannah, Kathy White, and Malia Ane.



uniforms, and money was allocated to pay for meals, lodging, and transportation.

The 1970s marked the beginning of reorganization of interschool competitive sports programs for women at BYU. The Division of Girls and Women's Sports (DGWS) of the American Association for Health, Physical Education, and Recreation, revised its position on competition and gave support to the programs. The establishment of AIAW and its sponsorship of national championships, increased recognition and increased prizes for women in professional golf and tennis, television coverage of women's athletic events, medical evidence showing that sports participation is not harmful to women, greater leisure time being devoted to all kinds of sports participation by women, and passage of "Title IX" ("Education Amendments Act of 1972"), which prohibits sex discrimination in educational programs, contributed to the changes occurring in women's sports programs.<sup>58</sup>

In March 1970 the DGWS National Women's Gymnastics Meet was held at BYU with Lu Wallace as the meet director; members of the BYU women's gymnastic team participated in this national tournament.<sup>59</sup> Also in 1970, the volleyball team, coached by Elaine Michaelis, won first place at the Intermountain regional tournament and thus qualified to attend the first DGWS national volleyball championships at Long Beach, California. At the Long Beach tournament the BYU team defeated the University of Southern California, a ranked team in the tournament, and the University of California at

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58. Title IX states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance" (Public Law 92-318, 92nd Congress, S. 659, 23 June 1972, p. 138). A full discussion of Title IX is found in chapter 52. Health, Education, and Welfare Secretary Casper W. Weinberger has testified before the House Subcommittee on Postsecondary Education that this act "does not require equal expenditures for male and female teams, does not require women to play football with men, and does not require two separate, equal facilities for every or any sport" (*Higher Education and National Affairs*, 27 June 1975, p. 4).

59. "Records of Women's Extramural Program."

Davis in pool play. The team was eliminated from the tournament after a second-round loss to Santa Ana College.<sup>60</sup> The track team also increased the competitive opportunities for its members in 1970. Coached by Nena Hawkes, the team participated in the Western Athletic Conference meet and then traveled to the University of California at Davis to participate in an invitational meet with six California and Nevada colleges and universities. In 1971 the basketball team and the tennis team competed with several colleges in California.

From 1970 to 1973 the women's intramural sports program was under the direction of Nila Mae Ipson and Kathryn Lewis. The number of participants and variety of activities increased each year, and by 1973 more than eight thousand girls participated annually in the intramural sports program. In 1972, Phyllis Jacobson became chairman of the Department of Physical Education—Women to succeed Leona Holbrook, who served in the position for thirty-five years. A successful coach, Jacobson had directed the intercollegiate sports program for women since 1968, had coordinated coaching clinics and practices, scheduling for play and playing seasons, and had been instrumental in gaining studentbody financial support and university administrative financing to underwrite the basic costs of the women's program.<sup>61</sup>

The fourth national intercollegiate volleyball championships were held at BYU in February 1973. In addition to serving as tournament director, Elaine Michaelis coached the BYU team to second place.

During the 1971-72 school year, 189 BYU women participated in thirteen extramural sports, winning seven district and five regional tournaments. The volleyball team took second place in national competition, and the synchronized swimming team was undefeated. The women did not compete

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60. The volleyball team has competed in all but one DGWS national volleyball championship tournament since they were first held in 1970.

61. Participants traveled inexpensively, often making overnight trips by bus, playing the next day, and returning at night. Inexpensive housing and meals were provided, although student participants often met part of the expenses.



in softball and tennis tournaments, which were held on Sunday. Even with this fine record, Lu Wallace pointed out that women's teams at BYU have not placed the same emphasis on winning as men's teams have.<sup>62</sup>

As the length of the competitive season increased and as the demands to meet high levels of performance grew, there became a need for improved conditioning programs for female athletes. Consequently, Earlene Durrant, with professional background in athletic training, was given the assignment of athletic trainer for the women's teams. A special room was furnished as a training room for women.<sup>63</sup>

In 1974, more profound changes occurred in the competitive program at BYU. The word *intercollegiate* replaced the word *extramural* to identify the competitive program, and the Women's Extramural Sports Program became the Women's Intercollegiate Sports Program. When the Association for Intercollegiate Athletics for Women sanctioned the awarding of athletic scholarships for women in April 1973, many universities began making these "talent awards."<sup>64</sup> BYU made its first talent awards in the fall of 1974. The decision to offer these awards resulted from possible interpretations of Title IX of the "Education Amendments Act of 1972." The awards also encouraged talented women athletes to remain at BYU and served as a valuable recruiting tool.

The competitive sports program at BYU has always attempted to provide wholesome, meaningful, and educationally sound experiences for women participants. Strong leadership and ethical practices have been guiding influences in the program. In keeping with Ernest L. Wilkinson's views, the Women's Physical Education Department has maintained the philosophy that the main purpose of attending the university should be to gain an education and that participation in intercollegiate sports should be a contributing but not the dominant factor in this education. The women's intercollegiate

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62. "Events Set for Women," *BYU Daily Universe*, 2 October 1973.

63. Transcribed interview with Earlene Durrant conducted 9 December 1974, in the possession of Phyllis Jacobson.

64. *AIAW Newsletter* 2 (Spring 1973).

program at BYU has, on a national basis, been almost as successful as the men's without adopting the quasiprofessional flavor of the men's intercollegiate athletic program.

### **Intramural Athletics**

While intercollegiate athletics received the greatest publicity during the Wilkinson years, the administration was equally interested in the intramural sports program, the development of which was one of Wilkinson's principal goals in the field of athletics when he first came to BYU. Whereas intercollegiate athletic activities offered only a few students an opportunity for participation, intramurals offered all students the opportunity to become involved in competitive athletics and to have some constructive physical activity. Although the general educational requirements for graduation included a minimum of four different physical education courses, many students enjoyed the exhilaration of physical activity organized around the intramural program.

For many years, intramural competition operated on a limited basis at BYU. A proponent of exercise and amateur athletics, Wilkinson supported the expansion of the intramural program as vigorously as he opposed the professionalization of intercollegiate athletics. President Wilkinson's appointment of Dr. Jay Bryan Nash, a non-Mormon, as dean of the new College of Recreation, Physical Education, Health, and Athletics demonstrated the president's concern for a more balanced approach to student athletic activity. A graduate of Oberlin College, Nash also had studied at the University of California and Columbia University and received a doctorate from New York University in 1929. A successful teacher and superintendent of recreation in Oakland, California, from 1919 to 1926, Nash became director of physical education for the State of California. He then became an associate professor at New York University, rising to a full professorship in 1928, and was named chairman of his department two years later. An executive of many national health, recreation, and education organizations, Dr. Nash was president of the American Association for Health, Physical



Education, and Recreation, a division of the National Education Association. He was also national chairman of the Physical Education Section of the National Congress of Parents and Teachers and a member of the Joint Health Committee of the American Education Association and the American Medical Association. As a reflection of his international reputation, he conducted the first World Seminar on Physical Education, Health, Recreation, and Youth Work in Helsinki, Finland, in 1952.

Dean Nash was not nearly as interested in intercollegiate athletics as he was in accentuating the intramural program. Prior to his arrival the intramural program had been under the aegis of the Physical Education Department, but, with the organization of the College of Physical Education, intramurals became a part of the new Department of Athletics and Intramural Sports. Nash fought hard to establish a special budget for intramurals and incorporate it as an integral part of the physical education program. By 1954 he had succeeded in making several important improvements in the intramural program at BYU. Approximately three thousand men, women, and faculty became involved in some area of athletic participation that year, an increase of twenty-three percent over the previous year.<sup>65</sup> A large increase in participation also occurred in 1955. By the time Dean Nash resigned in 1956 because of age, he had been successful in getting the new college properly oriented with greater emphasis on the intramural program.

Milton Hartvigsen became dean of the college on 1 July 1956. He had obtained his bachelor's and master's degrees from Utah State Agricultural College, had been an athletic coach and superintendent of schools in Grace, Idaho, as well as president of Bannock Stake in Pocatello, Idaho. Hartvigsen had also held many offices in civic organizations. In 1956 he returned to school at the University of California at Los Angeles and obtained his Ed.D. degree. President Wilkinson suggested that the new dean immediately examine the intramural program and compare it with intramural programs

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65. BYU Board Minutes, 1 July 1955.

that were being conducted at other universities to make recommendations for a suitable program at BYU.<sup>66</sup> To give the program added stability, intramural sports were placed under the Department of Recreation. Israel Heaton, chairman of the Department of Recreation, and William J. Hafen, intramural supervisor, further developed the program. Only specific areas of the Smith Fieldhouse were initially used for intramural activities, but more space and facilities soon became available. Nonetheless, it seemed that the department could never satisfy the needs of the school, as each new facility became immediately utilized to capacity. Despite this problem, more and more activities for students were offered, and team sports gradually became ascendant over individual sports. With the completion of Haws Field northwest of the fieldhouse, the trend towards participation in team sports accelerated.

One of the prime motivating factors in the growth of the intramural sports program was the LDS Church's philosophy of physical activity. Promotion of a sound mind and a strong body is a basic part of growing up to be a Mormon. In addition, the Church's enthusiastic support of the Boy Scouts, Girl Scouts, and its own program for young people make physical activity only natural and necessary for the development of the whole man. Mutual Improvement Association tournaments in softball, volleyball, basketball, and other sports, as well as dance festivals, encourage team competition, and BYU students naturally desire to participate in organized sports outside the classroom. This desire for intramural activity during free time is significantly aided by the stakes and branches on campus, and many teams represent their individual branches in intramural competition.

Another factor that contributed to the success of the intramural program is the long Utah winters which force students to stay inside, creating a great demand for basketball courts, paddleball courts, and other indoor physical facilities. Because BYU is basically a noncommuter school, many stu-

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66. BYU Presidency Meeting Minutes, 26 March 1956.





Students practicing rugby, one of the many intramural activities at BYU.

dents seek recreation on campus. The rise of the intramural sports program also coincided with national emphasis on physical fitness.

President Wilkinson especially supported this emphasis on physical fitness. In a 1958 presidency meeting, he firmly expressed himself in favor of increased physical activity for the entire studentbody. He proposed requiring physical education for all students during the four years of their college experience. Having been the victim of a recent heart attack, President Wilkinson was concerned with medical reports that indicated the close correlation between heart trouble and the lack of physical exercise. He emphasized the need for additional facilities and a larger staff to accommodate greater student participation in intramurals.<sup>67</sup>

As an indication of the success of the program, an NCAA committee reported in 1959 that Michigan State University and BYU were the only two institutions in the country that would receive official recognition for improvement in physical fitness programs.<sup>68</sup> In 1961, President Wilkinson expressed to the Executive Committee of the Board of Trustees the need for a new physical education building. He indicated that the desire to promote physical fitness was seriously hampered by the existing deficiency of facilities.<sup>69</sup>

The completion and occupancy of the Stephen L Richards Physical Education Building in the fall of 1965 created a new world for intramurals. Up to this point, participation in intramurals had leveled off because of crowded facilities. With the enlarged physical plant, the rise in intramural activities was meteoric. Especially notable was the increase in coed participation. In 1968-69, there was a total of 985 woman entries in intramural activities. In 1969-70, participation rose to 2,684. In 1970-71 it was 4,536; in 1971-72, 7,060; and in 1972-73, 11,718. Involvement in men's intramurals also skyrocketed. For the year 1968-69 the total number of entries

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67. BYU Presidency Meeting Minutes, 24 March 1958.

68. BYU Administrative Council Meeting Minutes, 15 January 1961.

69. See chapter 36; and BYU Executive Committee Minutes, 5 January 1960.



amounted to 10,084.<sup>70</sup> By 1970-71 the figure had jumped to 16,801 entries; in 1972-73 to 31,071; and in 1974-75 to 38,261.

The philosophy of winning, which dominated intercollegiate athletics, was displaced in the intramural program by a desire to have fun and exercise. While winning in collegiate sports was being accepted nationwide as the ultimate goal of athletics, emphasis in the intramural program at BYU was on participation and friendly competition. The basic aim of the intramural office was to encourage exercise. This philosophy in no way discouraged or attempted to discourage teams from organizing to win a title. This is amply evidenced by the fact that more than five hundred intramural basketball teams were formed in 1974. Steps were taken, however, to prevent the philosophy of winning for the sake of winning from dominating the intramural sports program.

With the growth of intramural activities, some teams began imitating the intercollegiate sports program. Certain wards began to urge athletes to move within their boundaries in order to play on their teams. Within a few years, these teams began to dominate flag football, basketball, and softball. This not only destroyed the incentive of the remainder of the teams but also ran counter to the philosophy of the intramural program that University officials sought to teach. Alertly, the administration rearranged tournament play into various categories and enforced rules designed to avoid athletic excesses. Each team, no matter what its record might be, was given the opportunity to play in a tournament. Four categories were established by the intramural office based on win-loss records for the year, guaranteeing that teams of equal caliber would compete against each other in tournament play. These innovations have been a strong factor in maintaining the success of the intramural sports program.

During fall semester 1974, men engaged in touch football, horseshoes, soccer, badminton, golf, tennis, handball, bicy-

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70. A student may enter a number of activities, such as basketball, volleyball, and archery. He is counted for each entry.



Milton F. Hartvigsen, dean of the  
College of Physical Education  
during most of the Wilkinson  
Administration.



cling, paddleball, volleyball, turkey trot, swimming, and chess competition. At the same time, women students participated in jogging, bicycling, bowling, softball, and swimming. Coeducational teams competed in tennis, basketball, track and field, golf, horseshoes, and badminton. As inclement weather forced participants to move inside during the winter semester, men students enjoyed basketball, paddleball, table tennis, skiing, water basketball, handball, wrist wrestling, wrestling, road rallies, and obstacle course competition. Women students participated in jogging, bicycling, swimming, basketball, bowling, paddleball, skiing, table tennis, and gymnastics. Coeducational teams were organized for water polo, bowling, volleyball, table tennis, and paddleball. Smaller intramural programs supplement abundant extracurricular activities during spring and summer terms.

In order to make it possible and appealing for a large number of students to participate in intramurals, competition is organized on an individual and a league basis. Individuals can enter nonteam activities such as skiing, track, and swimming meets without belonging to any particular organization. For team sports, there are stake leagues, a housing league, an independent league, a physical education majors league, an open league, and a coed league. All of these activities combine to give BYU one of the largest intramural programs in the entire nation.

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# Education of Native Americans

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When white men first invaded North America's shores in the late 1500s, they discovered thousands of native Americans already possessing the land. Four centuries of perpetual struggle between the two societies followed, with massacres and retaliatory raids from both sides. From the Atlantic Seaboard an exploding white population steadily pushed back the multitude of Indian tribes in its way. Tribes east of the Appalachians were decimated or dispossessed by 1783. Six decades later, Americans had corrupted and dispossessed other sets of tribes between the Appalachians and the prairie and plains country. By 1900, disease, conquest, mass eviction from tribal lands, discrimination, oppression, and cultural decay had reduced the number of Indians in the United States to some 250,000 from the estimated 600,000 population at the time the first white settlers arrived. Solemn government promises of decent reservations continually crumbled whenever white men found it expedient to possess Indian lands of value. Formal treaty provisions favoring the Indians were frequently ignored. Finally, by our day, surviving Indian tribes are found living on relatively small and generally poor reservations, located primarily in the barren West. The decline and defeat of these proud people is one of the tragic chapters in the history of our national development.

Beginning in colonial times the white newcomers determined to change the Indians' ways, mainly by force, but often through educational efforts. Catholic priests and explorers worked down from Canada and up from Mexico to proselyte and "civilize" the native Americans. Protestants likewise wanted Indians to adopt the same attitudes, values, habits, abilities, and behavior as their more civilized white brothers. Therefore, they established special Indian schools, highly regimented, designed to teach Christianity, reading, and writing. They created special communities and settlements designed to transform nomadic Indians into stable, industrious citizens. They sent agents to Indian lands to settle there and teach Indians how to farm. Then, following the removal of Indians from the eastern half of the nation, religious reformers and government agents inherited the primary task of trying to "upgrade" the Indians.<sup>1</sup>

But the work of four centuries of white missionaries, reformers, neighbors, and government officials has yielded bitter fruit. The below-average socioeconomic situation of most of the 800,000 Indians in contemporary America, the majority of whom reside on or near tribal reservations, is well known. As one expert noted:

Some statistics of 1967 make the situation graphic: The average Indian family income in the United States was \$1,500. Unemployment on reservations ranged from 45 percent up, reaching 80 percent on some reservations at certain seasons. Some 90 percent of Indian housing on reservations was unacceptable by any standards. Some 70 percent of the people on reservations still hauled their water one mile or more from its source. Average schooling of Indian children was five years. The average school drop-out rate was 50 percent, compared with a national average of 29 percent.<sup>2</sup>

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1. Lawrence G. Coates, "A History of Indian Education by the Mormons, 1830-1900" (Ed. D. dissertation, Ball State University, 1969), pp. 1-17.
  2. Alvin M. Josephy, Jr., *The Indian Heritage of America* (New York: Bantam Books, 1969), p. 359.



Latter-day Saints feel a special responsibility to work with Native Americans, a concern which dates from the very beginnings of the Church. Contained in the Book of Mormon, published in 1829 (a history of ancient American peoples known as Nephites and Lamanites) is the promise that the book will be taken to Indian peoples everywhere to acquaint them with their heritage and to inspire them to become once again a great Christian civilization. The book also promises physical assistance and social uplift for Indians from the white men who present the book to them. Mindful of that temporal and spiritual mission, the Church, up through the Nauvoo period, made frequent if not always fruitful contacts with various Indian tribes in the Old Northwest and along the Missouri and Iowa frontiers, attempting to inform those peoples of their ancestors' record which the Prophet Joseph Smith had translated.

Forced to find a new home in the Rocky Mountain West, the young Church centered itself in Indian country, amid perhaps 35,000 Indians of the Shoshoni, Ute, Hopi, Navajo, Gosiute, Paiute, and other tribes in and surrounding the Great Basin. President Brigham Young encouraged benevolent but protective policies toward these Indian neighbors. The Church sought to feed rather than to fight them. The Mormons brought pressure to end Indian slavery practices. The Church established special "Indian Farms" throughout the territory on which Latter-day Saints tried to teach local Indians the arts of agriculture and stock raising. It called many men on special missions to assist outlying Indian groups. It organized official proselyting missions to the Indian Territory (Oklahoma) and elsewhere.

In modern times, Church leaders have instigated a wide range of programs to improve the Indians' standard of existence. Great urgency surrounds the work, as President Spencer W. Kimball has warned:

We [the LDS Church] have a definite responsibility to the Lamanites [Indians]. . . . It is my conviction that the end will not come; that the closing scene will not be ushered in; that the Lord himself will not come in His Glory until a

substantial part of the Lamanites have had the gospel preached to them. . . . We are in the last days. Time is short. I believe we have hardly scratched the surface in the work of proselyting and converting the Lamanites.<sup>3</sup>

One of the LDS Church's important efforts to assist American Indians has been in the area of education. Too often in the past many Indian children received no education or, at best, an inferior education to what whites received. Indians well assimilated into white society and who speak good English generally attend state public schools when such are close by. Others, particularly the reservation Indians, attend government day schools, boarding schools away from home, or denominational schools. For those Indians wanting to go on to higher education, some funds are available through the Bureau of Indian Affairs, through various tribes, and from churches, colleges, and other interested groups. But even with partial financial help, the drop-out rate for Indian college students has been extremely high.

Since 1940 the number of Indian members of the LDS Church has grown rapidly, in part as a result of increased proselyting which began with the formation of the Navajo-Zuni-Hopi mission in that decade. To help LDS Indian children and other Indian youth gain a good education, the Church has implemented a number of special educational programs. Where good schools already function, a special Lamanite seminary program provides supplemental religious education. In areas lacking schools, such as parts of Central and South America and areas of the Pacific, the Church has developed its own school systems (which includes the BYU-Hawaii campus with its predominantly Polynesian student body) which currently enroll nearly 20,000 students, most of whom are of Indian descent.<sup>4</sup>

3. Spencer W. Kimball to Fred N. Spackman, 21 May 1957, Harold B. Lee Papers, Church Historical Department.

4. According to Church belief, the native peoples of Central and South America and Polynesia are descendants of the same Lamanite and Nephite forebears as North American Indians.



Particularly innovative is the Indian Placement Program, adopted by the Church in 1954. Through it, thousands of Indian boys and girls have been accepted into the homes of non-Indian Church members for nine months of each year, to enjoy the advantages of public schools, full Church activity, and special cultural exchanges. Families who take Indian children into their homes in the Placement Program provide their food, lodging, clothing, and school expenses without any reimbursement from the government, the Church, or the Indian families. It is a work of Christian love. During summer months, Indian youth return to their homes in order to retain their close family ties as well as to integrate the learning they have received from their foster families with their native American culture. The aim of the Placement Program is for the Indian students to return to the same foster home each fall until graduation from high school.

Church leaders likewise have given careful attention to the need to improve opportunities for collegiate education of Indians, and few aspects in BYU's recent past testify more clearly to the ideal of service than the progress BYU has made in training and motivating Indian students to obtain a college education.

The emphasis on Indian education at BYU is almost entirely a phenomenon of the Wilkinson era. Wilkinson, in his Washington law practice, was in large part responsible for the enactment of the Indian Claims Commission Act by which all tribes in the country were given the right to institute suits against the government for the redress of most of their grievances. His law firm in Washington has represented more Indian tribes and obtained a larger aggregate of monetary judgments for them than any other law firm in the country. Yet, when he came to BYU he said that the future welfare of the Indians was more dependent on their obtaining a proper education than upon obtaining monetary compensation for injustices done to them. He was therefore very sympathetic to the education of the American Indian.

But the one person who deserves the most credit for in-

stituting the Indian Education Program at BYU is Spencer W. Kimball, long-time chairman of the Indian Committee of the Church.<sup>5</sup> As early as 1950-51, Elder Kimball was exploring the feasibility of ensuring that at least thirty Indian students from various tribes could attend BYU and that they, because of extreme poverty, might be at least partially subsidized.<sup>6</sup> In a letter to the First Presidency, the Church Indian Committee, then consisting of elders Spencer W. Kimball, Matthew Cowley, and Delbert L. Stapley, spelled out its vision of what could be done:

It is our feeling that education is the answer to the Indian problem, and we have felt that if we could get a few Indian students to finish their college work, they would become a leaven . . . to fill a mission and give encouragement to other young people to go on into higher learning.

For the past two or three years, there have been supported partly by the school and partly by some of us as

5. Called on a mission to the Indian Territory (Oklahoma), Andrew Kimball, father of President Spencer W. Kimball, left home on 28 January 1885, leaving a young wife and their three-month-old baby. He labored among the Cherokee Indians and white people living in the Indian Territory. In September 1885 his companion, James G. West, returned home, leaving Elder Kimball as the only missionary among the Indians. On 21 January 1886, Kimball was joined by two new elders, Ammon Green, Jr., and Ammon Allen; and on 3 May 1886, David Shand joined the group. Not only did these men work among the Cherokee nation, but they also taught the gospel to the Creek and Choctaw nations. Their success was very limited. Elder Kimball baptized three people and blessed several children. But they were successful in putting down prejudice and laying a foundation for good work in the future. In the spring of 1887, Andrew received his release but was still kept in charge of the Indian Territory mission until 1897. Under his leadership for twelve years, the mission grew from one to sixty-one elders. The work expanded from labor among one tribe in the Indian Territory to work with Indians in five states and territories (Andrew Jenson, *Latter-day Saint Biographical Encyclopedia*, 4 vols. [Salt Lake City: Andrew Jenson History Co., 1901-36], 1:365-66). During all of this missionary period Elder Kimball's family remained in Salt Lake City except on one occasion when he took them with him to dedicate a meetinghouse in Missouri (minutes of a conference between Ernest L. Wilkinson and Edward L. Kimball, 28 February 1976, Wilkinson Presidential Papers).
6. Ernest L. Wilkinson to Spencer W. Kimball, 11 May 1951, Wilkinson Presidential Papers.



individuals, three or four students at the BYU. Our success has not been as brilliant as would have hoped, but we do feel that progress is being made.

We would, therefore, recommend that a reasonable number of scholarships be granted at the Brigham Young University to worthy Latter-day Saint Indian students. We have discussed the matter with President Ernest L. Wilkinson, President of the University, and he seems wholeheartedly in favor of the program. . . .

We would . . . hope to have representatives from the various tribes in the East, the North and the South, and enough of these Indian students so that they would feel at home.<sup>7</sup>

The First Presidency was amenable to providing scholarships for at least five LDS Indian students.<sup>8</sup> Although the number provided for was substantially less than anticipated, it was at least an enthusiastic beginning of active Church involvement in improving scholastic training of the Indian.

Unfortunately, the expectation for success far exceeded the reality of performance. Many of the Indians who came in the fall dropped out of school before the year was over. This came to be an oft-repeated phenomenon traceable to three basic problems, including lack of adequate finances, deficiency in high school training, and the absence of a social climate in which the Indian students could feel comfortable. Almost every new Indian student experienced a phase of homesickness and loneliness during his or her first year at school. Indian students too often found themselves not merely far from family but without contact with a familiar culture. Since these problems were at the root of the Indian educational program, President Kimball's committee set out to find solutions.

### Refining the Idea

Not discouraged by the lack of success in the early stages of

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7. See First Presidency to Ernest L. Wilkinson, 5 July 1951.

8. Spencer W. Kimball et al. to Ernest L. Wilkinson, 20 September 1951. Wilkinson Presidential Papers.

the program, the Church stepped up its recruiting efforts over the next two or three years. More Indians were joining the Church with every passing year; between 1947 and 1954 the number of LDS Indians in the Southwest Indian Mission (Arizona, New Mexico, and Colorado) grew from 600 to almost 3,500.<sup>9</sup> Bishops and stake presidents in areas where Indians lived were encouraged to increase Indian freshman enrollment at BYU. LDS authorities were also aware that “practically every major Church” had its own program of educating Indian students (many included appropriating large amounts of financial aid),<sup>10</sup> even though they did not have the same knowledge as the LDS Church as to the origin of the Indian.<sup>11</sup> The government was also sponsoring training programs, but the Church was convinced it could do a better job because federal programs generally encouraged paternalism and an unhealthy reliance upon government.

One major obstacle the recruitment program had to overcome was the prejudice some tribes (particularly the Navajo, the largest tribe in the country) had against efforts at recruiting Indian students to come to BYU.<sup>12</sup> Recruitment efforts, however, were finally successful, for, by March 1955, S. Lyman Tyler, Indian student adviser on campus and coordinator of the fledgling Indian program under Wilkinson’s direction, reported that “We are now receiving an increasing

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9. W. Cleon Skousen et al. to Ernest L. Wilkinson, 27 August 1954, Wilkinson Presidential Papers.

10. Golden R. Buchanan to Ernest L. Wilkinson, 31 July 1953, Wilkinson Presidential Papers.

11. Elder Delbert L. Stapley declared: “Our efforts over the years have not been sustained, but intermittent, and each stoppage of activity causes us to lose ground and permits others to become more firmly entrenched, creating a serious proselyting problem which could in large measure have been avoided. . . . We truly cannot afford to neglect them. . . . We must regain through devoted service to the Indian God’s approval and blessing upon this most important assignment” (“Responsibilities to the Lamanites,” talk given by Delbert L. Stapley at the 126th annual conference of the LDS Church, 7 April 1956. *See also* Delbert L. Stapley, “Responsibilities to the Lamanites,” *The Improvement Era*, June 1956, p. 417).

12. Ernest L. Wilkinson to John S. Boyden, 2 April 1954, Wilkinson Presidential Papers.





Lyman Tyler, one of the key figures in the development of BYU's Indian education program.

number of applications from Indian students — indeed so many that it is quite likely that we will not be able to take care of them.”<sup>13</sup> Indian enrollment between 1951 and 1955 grew from five to thirty-five.

The Church worked to overcome the shortage of money for the program by providing a special fund to be administered through the BYU budget for loans and scholarships for needy Indian students. Drawing upon a collection of \$39,000 which the Church-owned *Deseret News* had earlier established to help “impecunious Indian students,”<sup>14</sup> the First Presidency — under the promptings of Spencer W. Kimball — appropriated \$50,000 to the cause of Indian education.<sup>15</sup>

At the same time, the Church decided against an expensive proposal for “constructing and maintaining a school for our Indian members.”<sup>16</sup> The suggestion that a separate Church-sponsored Indian school be established was made by various leaders during the time when many thought the Church would regain some of the state junior colleges it once had owned in St. George, Ogden, and Ephraim, Utah (*see* chapter 27). In the summer of 1953, Elder Kimball expressed the hope that by September 1954 an elementary and high school of from 500 to 1,000 Indian students could be set up, presumably in Provo, “in connection with the Brigham Young University.” It was the expectation that graduates would then be better prepared for college and would return from studies at BYU to the reservations as leaders.<sup>17</sup>

In December 1953, Elder Harold B. Lee, expecting the

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13. Lyman Tyler to Chairman of Scholarships and Financial Aids Committee, Oklahoma A & M, 19 March 1955, Wilkinson Presidential Papers.

14. BYU Board Minutes, 29 April 1955, BYU Archives.

15. Joseph Fielding Smith to the Executive Committee of the Brigham Young University Board of Trustees, 17 November 1954, Wilkinson Presidential Papers. *See also* Ernest L. Wilkinson to Spencer W. Kimball, 8 November 1954, Wilkinson Presidential Papers.

16. Joseph Fielding Smith to the Executive Committee of the Brigham Young University Board of Trustees, 17 November 1954, Wilkinson Presidential Papers.

17. Ernest L. Wilkinson to Harvey L. Taylor, 3 July 1953, Wilkinson Presidential Papers.





Members of the Tribe of Many Feathers, a BYU Indian organization, in 1963.

return of Dixie College to the Church, suggested that one alternative to developing a large BYU education program would be "that of building a number of dormitories at Dixie College and operating that largely as a school for Indians."<sup>18</sup> In fact, it was decided that BYU would not establish an Indian loan program "until it was ascertained if Dixie College would be retaken by the Church."<sup>19</sup> Hence, it was not coincidental that the decision to establish a relatively large loan fund at BYU came just a few days after the junior college referendum defeat.<sup>20</sup>

On another front, efforts were being made to alleviate the effects of the social disruption which most Indians experienced in coming to BYU. In the summer of 1950 a group of returned missionaries from the Indian missions, acting on a suggestion of Golden R. Buchanan, began planning a campus organization for Indian students. That fall a constitution was written, and the Tribe of Many Feathers came into being, with an initial organization of three Indian and nine Anglo members. As declared in its constitution, the purpose of the Tribe of Many Feathers was to promote the interests and serve the needs of Indian students. Oriented more toward social and recreational rather than academic and religious pursuits, the Tribe of Many Feathers made a start at filling a social void many of the Indians felt.<sup>21</sup>

Yet, with all of these advances from 1950 to 1955, the Indian education problems were disheartening, for during the 1954 year "12 Indian students were registered; 7 received full or partial tuition scholarships; 7 received funds from the student loan; 8 of the 12 spent one or more quarters on probation; 2 have failed to meet minimum academic stan-

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18. BYU Executive Committee Minutes, 31 December 1953.

19. *Ibid.*, 15 July 1954.

20. Wilkinson's proposed junior college program envisioned a junior college at Phoenix, Arizona, to be attended largely by American Indians. As late as 1965, the school president was still harboring a desire to see such an institution organized (*see* Ernest L. Wilkinson to J. Elliot Cameron, 19 April 1965; and Paul E. Felt to Ernest L. Wilkinson, 1 June 1965, Wilkinson Presidential Papers).

21. "The Constitution of the Tribe of Many Feathers," UA 552, box 18, folder 6, BYU Archives.



dards and are not eligible to return during the coming year; and one left the University without official withdrawal." Those in charge of the Indian program therefore recommended a "very selective admissions procedure" and "that Dr. Lyman Tyler be made sponsor of Indian students on the campus and a member of the Admissions Committee on occasions when applications of Indian students are being considered."<sup>22</sup>

### **The Experimental Era**

Realizing that the major barrier to the success of the Indian education plan was the poorer-than-average high school training Indians were receiving, a special task force headed by Dr. Lyman Tyler was asked to study in detail what was needed to organize a good program for Indian students on campus. After much research into governmental and university programs elsewhere, the committee submitted a long list of recommendations to the Church Committee on Indian Affairs in March 1955. Almost all of the suggestions were approved. Among other things, the academic aspects of these proposals included encouraging incoming Indian students (by 1956, BYU sought at least fifty) to enroll in regular coursework if they were prepared to do so. Special English classes were offered to compensate for deficiencies in this vital area. A comprehensive tutoring program, taught by graduate students, was set up. Each quarter, letters were mailed to every teacher who had an Indian student enrolled in one of his classes, asking him or her for insights into improving the student's performance. Indian students having difficulty were assigned tutorial help. In addition, specially trained faculty members were assigned to teach many of the classes. The entire effort was designed to create an atmosphere in which freshman Indian students could experience academic success.<sup>23</sup>

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22. President, Administrative Assistants, and Dean of Students Meeting Minutes, 8 July 1954, Wilkinson Presidential Papers.

23. Harvey L. Taylor to Spencer W. Kimball, 26 April 1956, Wilkinson Presidential Papers.

While improving academic opportunities, the school also increased its financial backing for the program. Of the thirty-four Indians (representing seventeen tribes from ten states) enrolled during the first year of the new program (1955-56), twenty-seven had tuition waived. Books were provided on a loan basis.<sup>24</sup> The University administration and the Board of Trustees favored the idea of increasing the number of grants available for Indian students as rapidly as BYU's program could provide for additional students.<sup>25</sup>

In the realm of creating a more attractive social atmosphere, a cooperative effort was made with the four local Provo stakes to have members provide homes for Indian students, either with or without payment of board and room.<sup>26</sup> Besides becoming involved in the Tribe of Many Feathers, an increasing number of Indian students participated in lyceums and the Program Bureau, and the majority were also active in BYU campus wards of the LDS Church.

By the end of the first year of the new program, observers were finding some cause for hope. Whereas in previous years many students had dropped out during their first year, far fewer Indian freshmen left the school in 1955-56. One Indian student was graduating, and four would earn degrees the following year. Enough progress was made to lead Lyman Tyler to conclude that "After one year of experience with the present program we feel that by comparison with previous years it has been very successful."<sup>27</sup>

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24. BYU Board Minutes, 25 March 1955.

25. Ernest L. Wilkinson to the Rockefeller Foundation, 28 January 1956, Wilkinson Presidential Papers.

26. This type of arrangement was very similar to the Indian Placement Program emphasized so strongly by Spencer W. Kimball in his October 1956 conference message (*see* Spencer W. Kimball, "The Expanded Indian Program," *The Improvement Era*, December 1956, pp. 937-40). It was Elder Kimball's feeling that "we shall never educate nor convert the Lamanites segregated on reservations. I feel certain that education is the answer — education in secular matters as well as spiritual. I believe that integration into our economy and community life is essential" (Spencer W. Kimball to Fred N. Spackman, 21 May 1957, Harold B. Lee Papers, Church Historical Department).

27. "Report on the Indian Education Program for the School Year,



### **Institute of American Indian Services and Research**

This experimental period also led to the establishment in 1960 of an Institute of American Indian Studies and Research as a part of the Division of Continuing Education. Now called the Institute of American Indian Services and Research, this organization was the result of a comprehensive report prepared by elders A. Theodore Tuttle and Boyd K. Packer in answer to an official Church request to develop a systematic program for the education of LDS Indian children. Completed in 1958, the report recommended a variety of measures aimed at improving methods of locating all LDS Indian students, improving the Church's working relationship with federal programs of Indian education, coordinating and improving seminary courses and offerings for Lamanite students, implementing original research on Indian mores and culture, and centralizing the many facets of the Church's Indian education program under one central coordinator within the Unified Church School System.

The role the new institute at BYU would play was clearly outlined by Dr. Tyler:

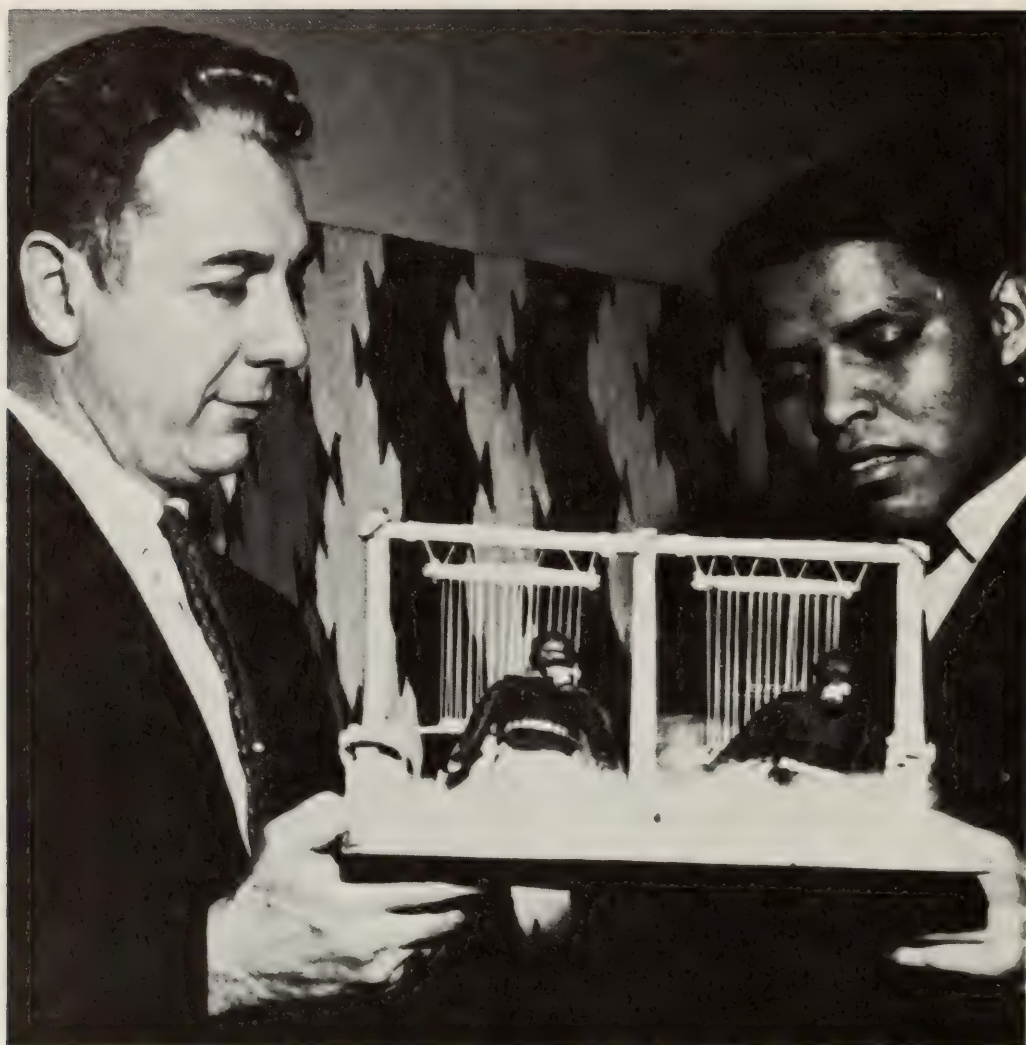
The Institute of American Indian Studies exists primarily to serve the various agencies of the Church with programs that relate to the Indians of the Americas; to assist the Brigham Young University and other units within the Unified Church School System to develop programs for the enlargement and improvement of the educational opportunities for Indians; to cooperate with governmental agencies in their attempts to improve Indian adjustment to and a more satisfactory participation within the predominant society; and to work with Indian tribes or groups as they attempt to solve their own problems.<sup>28</sup>

Elder Spencer W. Kimball served as honorary chairman of the institute, with the balance of the original staff including

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1955-56," 5 July 1956, unpublished report prepared for the First Presidency by S. Lyman Tyler, Wilkinson Presidential Papers.

28. Quoted in a memorandum from Paul E. Felt to Earl C. Crockett, 19 August 1964, Wilkinson Presidential Papers.



BYU Indian educator Paul Felt with  
an Indian student.



Lyman S. Tyler, director; John T. Bernhard; Ward Despain; Bob Gwilliam, secretary; and President Ernest L. Wilkinson as exofficio member. Although the institute was approved in 1958, it did not get under way until the 1960-61 school year.<sup>29</sup>

With the organization of the institute, the BYU Indian education effort served two separate but related purposes. One was the job of providing a college education for Lamanite students. The other was to study Indian needs and social problems and to initiate programs designed to fill those needs and solve those problems. At first these two functions were administratively independent of each other. However, with the growth of the Indian education effort at BYU, it was deemed best to appoint a director over the entire program. Accordingly, Paul E. Felt, an assistant professor of religion at BYU, was appointed in February 1964 as director of what came to be known as the Office of Indian Affairs. By this time there were forty-three Indian students on campus.<sup>30</sup> Felt inherited a program with a mandate for growth in an atmosphere of confidence as expressed by Spencer W. Kimball in 1963:

I feel that much of the government money is almost a total waste. . . . But an overall view of the thing is encouraging. I see the Indians becoming educated through government programs, other church programs and our own program. . . . I fully expect that within the next few years there will be a great increase in the acceptance by the Indians of the programs and of education and that the pyramiding benefits will bring increasing growth and

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29. On 16 January 1964, Elder Boyd K. Packer said that the program's objective was "To build an Institute of Indian Studies that will make Brigham Young University the center of attention with reference to Indian matters in all of the world. . . . As naive as that may sound . . . we stand in full faith and with intention of doing just that" (from a talk by Boyd K. Packer, 16 January 1964, to the BYU faculty of the Institute of American Indian Studies, as quoted in a memorandum from Paul E. Felt to Earl C. Crockett, 19 August 1964, Wilkinson Presidential Papers).

30. "Professor Felt Appointed Chief of Y Indian Affairs," *BYU Daily Universe*, 21 February 1964.

development to the Indians each year better than the year before.<sup>31</sup>

### Recent Developments

Elder Kimball's vision proved accurate. Although daytime enrollment figures increased only nominally between 1953 and 1963, there was more than a 1,200 percent increase during the next decade, as indicated by the following statistics:<sup>32</sup>

School Year	American Indians Enrolled at BYU
1963-64	43
1964-65	119
1965-66	140
1966-67	122
1967-68	135
1968-69	248
1969-70	332
1970-71	521
1971-72	535
1972-73	494

During the years 1973-74 and 1974-75, more than 600 North American Indians from twenty-three states and Canada, representing seventy-four tribes and tribal blends, were attending BYU. This does not include Latin American Lamanites, including Mexican, Guatemalan, Central, and South American Indians; nor Mexican-Americans; nor Polynesian Lamanites, including Hawaiians, Maoris, Tongans, and Samoans. If all of these were included, the total number of students of Indian descent at BYU would be 1,250, which would include 421 Latin American Lamanites, 167 Mexican-Americans, and 92 Polynesians. However, only 755 of these students are in the Lamanite program.

31. Spencer W. Kimball to Ernest L. Wilkinson, 8 October 1963, Wilkinson Presidential Papers.

32. "History of the General College, 1965-1972," unpublished typescript in BYU Archives, p. 6.



Such enrollment increases resulted at least partially from recruiting drives conducted by the Program Bureau in Indian communities throughout the Southwest. As Elder Packer stated, "There is no question but that presentations of this kind and caliber will win many friends from among the Indian people for the Church as well as for BYU."<sup>33</sup> Furthermore, after ten years in the business, BYU was gradually gaining a reputation among Indian youth as a decent, cooperative place to get an education. Even so, the most important reason for the program's growth was the school's decision to overhaul its academic offerings for Indian students. At the heart of this revised program was the decision to greatly multiply and diversify the academic options for Indian students. Unfortunately, the students had simply not been taking hold of regular college work as well as anticipated. In 1962, for example, twenty-one of the thirty-five Indians on campus did not return to the University after the end of the school year.

Under the imaginative leadership of Paul Felt, a multitrack curriculum program was established, offering four options to Indian students. The first was the vocational program in which a student registered as a full-time student at Utah Trade Technical Institute (a state-owned vocational school at Provo). BYU, through the Office of Indian Education, provided such things as student housing, student activity privileges, and religion classes. The second option was a combination vocational and academic program designed for those who fell short of meeting minimum admission requirements. These students divided their coursework between vocational training at Utah Tech and academic classes at BYU. This option eventually proved successful in retaining students who either would have been denied admission or who had been suspended for failure to meet minimum academic standards. The third alternative was called the technical institute two-year terminal program at BYU. The last option was the standard four-year baccalaureate program wherein students were

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33. Boyd K. Packer to Earl C. Crockett, 19 May 1964, Wilkinson Presidential Papers.

required to meet the same admission and academic standards as non-Indian students.<sup>34</sup>

Accompanying these coursework innovations was a decision made in consultation with Acting President Earl C. Crockett to place all classes for Indian students in the newly organized General College. In addition, an Indian Studies major and minor were made available to white or Indian students anxious to prepare themselves to serve the Indian people. One unique course offered at BYU was an Indian literature class taught by Olive Kimball Mitchell. A special teacher-training program was established in the College of Education to train those wishing to teach for the Bureau of Indian Affairs or in public schools with substantial Indian enrollment.<sup>35</sup>

Because of the flexibility and diversification of these programs, the number of Indian students dropping out of school almost immediately diminished. Of forty-five Indians enrolled in 1964, only six dropped out of school.<sup>36</sup> Spencer Kimball, obviously thrilled with the new program, wrote,

We have just received Paul Felt's report dealing with the Indian student program at Brigham Young University for the 1963-64 school year. It was especially gratifying to note that not a single Indian student was dropped from the student body during the Spring Semester for academic failure. We feel certain that this is due to the fine work being done by Brother Felt and his staff and to the increased sensitivity of all faculty members to the special needs of Indian students. The new program with the Trade Technical Institute is undoubtedly contributing to this increased interest among Indian students at Brigham Young University.<sup>37</sup>

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34. Paul E. Felt to Earl C. Crockett, 18 May 1964, Wilkinson Presidential Papers.

35. Paul E. Felt to Ernest L. Wilkinson, 22 December 1964, Wilkinson Presidential Papers.

36. Paul E. Felt to Earl C. Crockett, 18 March 1964, Wilkinson Presidential Papers.

37. Spencer W. Kimball, LeGrand Richards, and Boyd K. Packer to Earl C. Crockett, 27 July 1964, Wilkinson Presidential Papers.



As admission standards for the entire school shot upward in the late 1960s, special college preparatory classes were instituted to raise deficient Indian students' levels of academic performance to conform to entrance requirements.<sup>38</sup>

As BYU committed itself to an extensive Lamanite program, it was faced with the problem of finding the most effective means of administering the expanding services. Eventually, the administration, working closely with Dean Ernest Jeppsen of the General College, decided to reorganize the General College as a major step in preparation for an all-out effort to bring Indian students to campus and provide the quality of teaching and related experience through Church activity and clubs that would allow Lamanite students to succeed academically and to gain leadership ability. Many other organizational changes were soon effected. Under Paul Felt, the Institute of American Indian Research and Services focused on making the resources of BYU and the Church available to Indians off campus, while Claude Duerden became Indian student adviser. In 1966 these two functions were separated, and the newly created Department of Indian Education in the General College under Dr. Royce Flandro took responsibility for Indian students on campus.

Coordination and planning of Indian education became the major responsibility of this office. In addition, it continued to assist in the administration of the Indian Studies minor program and with the Indian teacher education program of the College of Education. It also counseled Indian students in course selection. For a time, certain sections of general education courses were designated for Indian students. However, this arrangement did not meet the needs of the Lamanite students. Consequently, the department assisted in the development of an entirely separate curriculum. Most Indian students were guided into special sections taught by the newly established General Curriculum Department.

When Dr. Flandro left on sabbatical leave in 1968, Rondo

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38. Paul E. Felt to Dean William Siddoway, 11 January 1966, Wilkinson Presidential Papers.

Harmon, who had worked with Flandro as an adviser, became acting chairman of the department. He served in this position until Dr. Flandro returned and resumed the position in 1970. The office has continued to work with Indian students during their entire stay on campus, even after they have transferred into their major college. Concerned about Lamanite students after graduation, the department helped establish an Indian Alumni Association in 1971. In 1970, Dr. Arturo De Hoyos assumed responsibility for advising Indian students who were beginning graduate work. He has also been involved in research and study programs.

The academic innovations were matched with a greater effort at creating an attractive social atmosphere. The very presence of more Indian students on campus was a solution to many of the earlier problems of loneliness and ostracism. A growing Indian community provided better opportunities for dating, a situation which the Church applauded.<sup>39</sup> Many Indian students likewise have found enjoyment in sharing their talents to entertain and educate non-Indian students at BYU through special performances and programs. In recent years the Lamanite Generation has been acclaimed at BYU and on its numerous tours, including programs in Central and South America, for its singing, dancing, and musical performances emphasizing Native American culture. With the number of Indian students reaching 119 by the fall of 1964, Indian students were organized into their own student ward. Lee Miller was the original bishop of this ward, while Paul E. Felt served as the first bishop of the second Indian ward organized on campus.

While the wards promoted their own recreational and social atmosphere, the Tribe of Many Feathers continued as the major Indian social organization on campus. However, with

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39. The Church has discouraged marriage across cultural lines. Nevertheless, it does not seek segregated classes for Indians or any other minority group. The whole thrust of the Indian program was to integrate as much as possible (*see* Robert K. Thomas to Dean Lester Whetten, 11 July 1968, Wilkinson Presidential Papers; and Spencer W. Kimball to Fred N. Spackman, 21 May 1957, Harold B. Lee Papers, Church Historical Department).





Members of "The Lamanite Generation"  
performing group.

the termination of social units in the wake of the expanding ward MIA programs across campus, Paul Felt led a movement to discontinue the fifteen-year-old Indian club on the grounds that it "would be a duplication and in conflict with" the objectives of the Indian wards.<sup>40</sup> Although almost every Indian student voted to accept this decision after vigorous debate, the issue did not die for some time. It became obvious that, as good as the Indian wards were, they did not offer the kind of social camaraderie, intertribal exchange, and openness that the Tribe of Many Feathers had provided. Hence, the organization was reinstated in 1966.<sup>41</sup>

### 'Seeking Financial Support

Adequate financing of the BYU Indian Education effort continued to be a challenge. Although the school maintained its policy of providing aid to worthy and needy applicants, some tribes — particularly the Navajo — began paying full scholarships for those of their number enrolled at BYU.<sup>42</sup> This represented a complete turnaround from the days when the Navajo tribe held BYU in low esteem. The new vocational program was especially attractive to the tribe.<sup>43</sup> By 1965-66, a total of 65 of the 140 Indians attending BYU were on full scholarships from their respective tribes.<sup>44</sup>

Such tribal help was a boon as long as it lasted. By 1970, in place of tribal scholarships the Bureau of Indian Affairs established a federally funded Educational Opportunity Grant and a College Work Study Program, which would have directed \$482,000 in federal funds to BYU if the school had agreed to

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40. Memorandum from Paul E. Felt to Earl C. Crockett, 24 September 1965, Wilkinson Presidential Papers. *See also* Paul E. Felt to Ernest L. Wilkinson, 10 February 1967.

41. Some years later the Indian wards were discontinued and the Indians participated in regular Church units.

42. The Navajos, the largest tribe in the country, have generally constituted nearly forty percent — the largest block — of Indians at BYU (Paul E. Felt to Earl C. Crockett, 18 May 1964, Wilkinson Presidential Papers).

43. Paul E. Felt to Earl C. Crockett, 18 May 1964, Wilkinson Presidential Papers.

44. BYU Board Minutes, 21 April 1966.



accept 600 Indian students, with a ratio of non-LDS to LDS Indians in the same proportion as non-LDS students bore to LDS students in the entire student body. Even though President Wilkinson favored the proposal, the Board of Trustees preferred to operate on its own. Consequently, on 7 April 1971 it budgeted an extra \$212,000 to the Indian education program.<sup>45</sup>

This does not mean that BYU Indian students receive no federal assistance. In 1965, Congress passed an act providing for a basic educational grant and a federally insured student loan program which made funds available to needy students of all races. Under this act, Indian students could apply directly to the Bureau of Indian Affairs and receive money from them. All the University had to do was certify the enrollment of the applicant. The Board of Trustees, on 3 March 1965, decided to participate in this program, and is still doing so; the University merely serves as the agent of the BIA in seeing that the funds are distributed to the proper students.<sup>46</sup> Because of this arrangement, some Indian tribes have donated matching funds for BYU students that would not otherwise be available, even though these funds came from the federal government. At the same time, the University has avoided government regulation of its program.

Desiring to remain free from federal restraints, the school began to seriously approach private sources for funds. Many foundations had long rebuffed the school for what was felt to be a policy of discrimination against the black minority. However, some foundations, such as the Donner Foundation of New York, were impressed with the efficiency of BYU's work in Indian education. The Donner Foundation provided an initial grant of \$85,000 in October 1969.<sup>47</sup> The grant was divided, with \$60,000 allocated for Indian leadership de-

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45. Ibid., 2 September 1970 and 3 March 1971.

46. Clyde Sandgren to Ernest L. Wilkinson, 27 January 1971, Wilkinson Presidential Papers. For more details on the student loan program at BYU, *see* Chapter 41.

47. David B. Haight to Ernest L. Wilkinson, 22 October 1969, Wilkinson Presidential Papers.

velopment and the balance earmarked to help orient Indian students in preparation for college work.<sup>48</sup>

The Donner grant was the first of many. Late in 1970 the Charles E. Merrill Trust contributed \$50,000 to the Indian Agriculture/Home Management program.<sup>49</sup> At this same time the Sara Melon-Scaife Foundation contributed \$50,000 initially, and another \$100,000 later, for Indian agricultural development programs. Another grant came from United States Steel Corporation. The institute received a Weyerhaeuser Foundation grant for \$52,000 for production of ten filmstrips that will combat Indian alcoholism. The Mott Foundation donated \$16,200 to train two instructors to establish a center for community education in La Paz, Bolivia. In April 1971, the W. K. Kellogg Foundation donated \$523,950 to further the agricultural and home management studies of the Institute of Indian Affairs.<sup>50</sup> In January 1976 the Kellogg Foundation grant was renewed for four more years with a grant of \$429,000.<sup>51</sup> Gary King of the Kellogg Foundation visited BYU and said: "We're pleased with your program. We recognize it in the Foundation as one of the best projects that the Foundation is funding at the present time. In addition to agriculture and home management, you are people builders. That is what we are concerned with, the building of people."<sup>52</sup> Other generous grants have been made by the Utah-Navajo Development Council, LDS Church groups, IT & T, MONY (Mutual of New York), Project Share, Promised Land Publications, the Shoul Foundation, and literally hundreds of others, including many important individual donations.

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48. "Indian Education Program Prospers," *BYU Daily Universe*, 6 January 1970.

49. Ernest L. Wilkinson to Charles E. Merrill Trust, 15 January 1971, Wilkinson Presidential Papers.

50. "BYU Receives Half-Million Grant," *Deseret News*, 22 June 1971.

51. Gary W. King to Dallin H. Oaks, 22 January 1976, Wilkinson Presidential Papers.

52. From a talk by Raymond B. Farnsworth, 3 April 1975, when given a Creative Achievement Award by Brigham Young University.





Joe Bear, a Northern Cheyenne of Ashland, Montana, preparing to apply herbicide to his land under the direction of BYU field specialists.



Dr. Raymond B. Farnsworth of BYU discussing soil fertility and crop production with Aztec Indian farmers near Nealtican, Puebla, Mexico.

### **Extending Aid to Indian Reservations**

Under the direction of Paul Felt and, later, Dr. Dale Tingey, and with the help of Dr. James Clark and Floyd Larsen, the Institute of American Indian Services has been involved in many research and service projects over the past several years. Designed to be the action arm of the University among the Indians in their home environments, the Institute was one of the earliest university agencies of this type in the nation. Its objectives have been to assist Indians in developing their natural and human resources, to assist the missions and stakes with technical and financial assistance to their Indian programs, and to research and make available information concerning Indian rights, history, problems, and opportunities.<sup>53</sup>

Utilizing the services of Dr. Raymond Farnsworth, on loan from the Department of Agronomy, the Institute had by 1975 undertaken eighty-four agricultural projects involving forty-three different Indian tribes. Among these programs is the cooperative demonstration farm at Many Farms, Arizona. In 1965, Navajo tribal leaders asked BYU to establish, with the cooperation of the Bureau of Indian Affairs, a twenty-acre demonstration farm. Eight Navajo families on ninety-two acres also began to apply modern farming and irrigation techniques. Today, seventy-two families are farming more than 500 acres of productive farmland. Other agricultural projects include a pumping station and sprinkling system on the upper Missouri near Fort Yates, North Dakota; the planting, harvesting and storage of potatoes in Saskatchewan, which has helped seven families move off welfare rolls; 1,100 family gardens on the Pine Ridge Reservation; and other projects at the Santa Clara and San Ildefonso Pueblos in New Mexico and at the Havasupai Reservation in Arizona. During the spring seasons of 1973-75, the Institute, with the help of Dr. Frank Williams of the Horticulture Department, arranged for the planting of more than 12,500 fruit trees on

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53. Richard H. Henstrom, "The History of Continuing Education at Brigham Young University, 1875-1973," unpublished typescript in BYU Archives, p. 259.



about fifteen different reservations, using money donated by Church members and funds from Kellogg and other grants. The Indians have paid one-half the cost of the trees because it was felt that if the Indians helped pay for the fruit trees they would be more conscientious in taking proper care of them. This has proven to be a correct judgment. In all, these BYU-administered agricultural projects have brought more than 10,000 acres of Indian land under cultivation and have involved more than 11,000 Indian families in farming, ranching, gardening, and home management.

Working with the Bureau of Reclamation on the Navajo reservation, the BYU Institute has helped more than 220 pre- and post-high school Navajo students learn crafts and has assisted several groups, especially among the Zunis and Hopis, to develop jewelry and silversmith crafts and to find markets for their products. Training programs in store management have been coordinated with the Office of Employment Security and Reams Market to familiarize interested Indian youth with marketing techniques. Cooperative stores have been organized on several reservations by tribal groups assisted by BYU experts, and soon, through the help of the Kettering Foundation grants, a trading post will be developed at Many Farms, Arizona. In addition, some 250 self-instruction packages have been developed to use for training in sewing, cooking, sanitation, food preparation and storage, financial management, and preparation for commercial jobs.

Other programs include a demographic study on the Crow Reservation in Montana, a socioeconomic study of conditions on the Uintah-Ouray Reservation in Utah, and training programs for handicapped children and for alcoholics. The Institute is assisting Indian farmers in South and North Dakota, Wyoming, Montana, and Nebraska to lease farming equipment from Ford Motor Company at a nominal cost and to operate and care for this equipment. More than forty couples have been called by the Church to assist in this and other farming projects. With the assistance of various stakes of the LDS Church, the Institute has helped develop low-cost hous-

ing projects in Page and Snowflake, Arizona, and Cedar City and St. George, Utah.

Since 1970, an annual Agriculture and Home Management Conference for Indians has been held on the BYU campus for Indian leaders from across the nation. This conference has received recognition and assistance from the Bureau of Indian Affairs, various Indian associations, and from other universities with special interest in the Indians. Regional conferences were held in various locations in the northern part of the United States and Southwestern Canada in 1973.

A special service project in Mexico, begun on a part-time basis in 1971, became a full-time project in 1973 with Kirt Olsen as program manager. Olsen and his staff are working to develop better agricultural practices in the rural Indian villages of Pueblo, Mexico. The project has also been involved in the development of small business, nutrition, better home construction, and sanitation. The University's student travel and study program "Project Mexico" assists in this area, as does the BYU-sponsored literacy program.

The primary objective of these projects is to help American Indians to help themselves become more self-sufficient and give them more pride in their heritage. Raymond B. Farnsworth, who has been the principal initiator and field supervisor of these projects, believes that these objectives are being accomplished. Of one tribal project which became self-sustaining, he said: "This is one of the projects . . . we have turned back to the Indian people. And as I've worked with these people, I've heard them say, 'We want to raise our own wheat. We want to raise our own cattle. We want to hoe our own potatoes. These are the things we would like to do ourselves. We wish we could become self-sufficient.'"<sup>54</sup>

An example of how talents of BYU faculty members are utilized to benefit Indians involves Dr. Grant Von Harrison. Having developed a system for teaching children to read English, he applied it to combating illiteracy among Spanish-speaking Indians in Bolivia, where only about five percent of

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54. From a talk by Raymond B. Farnsworth, 3 April 1975.



the children complete high school and the population in total has a very low literacy rate. Administered by the Church Educational System's Division of Continuing Education, since 1972 it has resulted in more than 1,000 students learning to read. In 1974 alone, 540 students were taught. Professor Harrison's "Structural Tutoring" program has been a low-cost, high success program.<sup>55</sup>

At present, twenty-eight full- and part-time Indian workers are employed through grant funds, and hundreds of missionary couples and ward volunteers are contributing time, money, equipment, and expertise in these Institute programs. BYU personnel involved at present include Dr. Dale Tingey, director of the Institute of America Indian Services; William K. Kelly and Howard T. Rainer, assistant directors; Sid Shreeve, director of Latin American programs; Arturo De Hoyos, director of publication and research; Lowell Wood, program administrator; Raymond Farnsworth, agricultural director; Carolyn Garrison, home management director; and Kay Franz, nutrition director.

In the summer of 1972, the Institute was transferred administratively from the General College to the Division of Continuing Education, with Dr. Tingey functioning as director and Floyd Larsen as his assistant. Shortly thereafter, Floyd Larsen unexpectedly passed away, after rendering distinguished service for many years. The research function remained with the College of General Studies under the direction of Arturo De Hoyos.

### **Prospects for the Future**

The BYU effort at offering the Indian student a fair opportunity to develop his natural academic and vocational strengths and spiritual awareness has been reasonably successful. Latest trends (1974-75) show a dramatic increase in the number of Indian graduates, no doubt in large part due to increasing enrollments through the Lamanite seminaries,

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55. "Reading Skill Brings Thrill to Indians," *Church News*, 25 October 1975, pp. 4-5.

placement programs, the BYU Program Bureau, and other recruitment sources, and because of improved faculty participation. By summer commencement, 1975, a total of 303 Indian students had earned degrees from BYU. These include 12 master's degrees, 173 bachelor's degrees, and 118 associate degrees.<sup>56</sup> Since 1967, when five special areas of service were implemented (American Indian education, general curriculum, guided studies, the Indian studies minor, and Indians in graduate school) with a corps of specially chosen faculty members, truly satisfactory progress has been made. John Maestas (himself an Indian, recently appointed chairman of the BYU Indian Education Department) reported that twenty percent of BYU's Indian students who start as freshmen graduate, as compared with a national average for Indian students of four percent. The national completion average for all college and university students is only thirty-three percent.<sup>57</sup> BYU currently has the largest Indian enrollment of any private university in the United States, with over 500 students representing more than seventy-five tribes from the United States, Canada, and Mexico.

The real fruits of this large-scale educational endeavor are in the achievements of its graduates. Most are young — all are under thirty-five years of age — and “many have already become leaders in education, banking, and economic development; they are tribal, state, and national government executives, college teachers, and counselors. Over fifty are teaching in Indian communities; another fifty are about to graduate and to join them; and twenty-five are social workers, employed on reservations.”<sup>58</sup>

One notable example is George Lee, who recently completed his doctorate from BYU in educational administration. A native of Shiprock, New Mexico, he was one of the first students in the Church's Indian Placement Program. He

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56. “Family Occasion: BYU Graduation,” *BYU Daily Universe*, 14 August 1975.

57. *Ibid.*

58. Paul James Toscano, “Toppling the College Barricade,” *The Ensign*, December 1975, p. 25.



earned his bachelor's degree from BYU in 1968 and a master's degree in educational administration from Utah State University in 1970. The next year he served as a U.S. Office of Education Fellow, acting as an educational consultant for black, Chicano, Oriental, Indian, and Anglo groups. In 1974 he was president of the College of Ganado in Ganado, Arizona, a two-year college primarily for native Americans. A recipient of an "Outstanding Young Man of America Award" and the "Spencer W. Kimball Indian Leadership Award," he was called in 1975, at age thirty-two, to be a General Authority in the LDS Church as a member of the First Quorum of the Seventy. At the time he was serving as president of the Arizona-Holbrook Mission.

As BYU's Indian education program refines its capability of teaching Indian students success through positive academic experience and social and religious leadership, the University will move closer to fulfilling President Spencer W. Kimball's vision of the Church's role in serving Indian peoples:

I am not more interested in an Indian boy or girl than I am a white American or Canadian one, but I believe we must not think of superior races, but superior opportunities. I realize, too, that . . . they [cannot] emerge . . . to sophistication in a day. And never can they without our help. They cannot lift themselves with their bootstraps but we . . . must carry them on our shoulders till they can walk.<sup>59</sup>

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59. Spencer W. Kimball to Fred N. Spackman, 21 May 1957, Wilkinson Presidential Papers.

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# The Key to Financial Stability: Tithes and Offerings

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One of the distinguishing characteristics of Brigham Young University is its method of financing. While most denominations have relinquished financial support of the American universities they founded, The Church of Jesus Christ of Latter-day Saints continues to finance in large part the operation of BYU with Church tithing funds. In that way it retains control of BYU, whereas other denominations have lost control of the institutions they founded.

## **The Tradition of Church Schools**

Higher education in the United States began with church schools. Nine colleges were founded during the colonial period, and all nine were sponsored by religious sects. The first of these, Harvard College, was founded in 1636 by John Harvard, a Puritan who left a large part of his fortune in trust for "the education of others that they might better serve their God." The college he founded was to educate the clergymen of the New World, "men of God who would lead and inspire the children of this land into an enduring civilization." The main goal of the college was to teach its students "to know God and Jesus Christ, which is eternal life."

In 1701, sixty-five years after the establishment of Harvard, Elihu Yale, noting that the ministerial graduates of Harvard were becoming liberal and secular in their approach to religion, made a bequest to the school which bears his name — the third founded in the colonial period — in order that ministers who still had faith in God would receive the benefits of higher education.<sup>1</sup> Here, as originally at Harvard, students were to be trained for the ministry. Thomas Clap, one of the earliest presidents of Yale, adhered to the original tenets of that school by saying: “Colleges, are *Religious Societies*, of a Superior Nature to all others.”<sup>2</sup> As late as 1937, President Charles Seymour attempted to perpetuate the spirit of religion at that institution. In his inaugural address he stated: “I call on all members of the faculty, as members of a thinking body, freely to recognize the tremendous validity and power of the teachings of Christ in our life and death struggle against the forces of selfish materialism. If we lose that struggle, judging from the present events abroad, scholarship as well as religion will disappear.”<sup>3</sup>

Jonathan Edwards, the president of Princeton University, which was organized by Presbyterians in 1746 as the College of New Jersey, said that since the main design of colleges should be to train for the ministry, they should resolutely be “nurseries of piety” and “*schools of the prophets*” to prepare persons to be “ambassadors of Jesus Christ.”<sup>4</sup>

A century and a quarter later, Stanford University was founded in California by grief-stricken parents as a memorial to a son who had been taken from them. They gave a large part of their fortune to establish a school in which it was to be taught “that there is an all-wise, benevolent God, and that the

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1. Yale's bequest consisted of three bales of East Indian trade goods and a picture of King George I.
  2. Thomas Clap, *The Religious Constitution of Colleges, Especially for Yale-College in New-Haven* (New London, Connecticut: T. Green, 1754), p. 4.
  3. William F. Buckley, Jr., *God and Man at Yale* (Chicago: Henry Regnery Company, 1951), p. 2.
  4. Jonathan Edwards, *Thoughts on the Revival of Religion in New England, 1740* (New York: The American Tract Society, n.d.), pp. 419-21.



soul is immortal.”<sup>5</sup> Indeed, the most prestigious private universities in the nation have had a religious origin. Harvard, Yale, Princeton, and Columbia (originally King’s College) in the East; Notre Dame, Chicago, and Northwestern in the Midwest; Baylor, Southern Methodist, and Texas Christian in the South; and Stanford and BYU in the West were all founded as religious or denominational schools.

### The Decline of Church Colleges

At the beginning of the twentieth century, a total of 146,903 students attended privately controlled institutions of higher education in the United States — most of which were founded by churches — while only 90,689 attended publicly controlled institutions of higher learning.<sup>6</sup> This constituted a ratio of nearly two students in private institutions to one in public institutions of higher learning. By 1974 there were only about 2,200,000 students in private schools, as compared to 7,400,000 in public institutions, a ratio of more than three to one in public as compared to private institutions of higher learning.<sup>7</sup>

There are several reasons for the proportionate decline in private education and the increase in public education. Most private institutions, not being supported by taxes, charge such high tuition (some more than \$4,000 per year) that the ordinary student cannot afford to enroll in them.<sup>8</sup> On the other hand, taxes for support of public schools have become so high (in Utah more than fifty percent of state taxes go to the support of secularized public schools) that many taxpayers feel they have insufficient money left to make contributions for the support of private schools.

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5. Leland Stanford, “Mr. Stanford’s Address,” given to the Board of Trustees of Stanford University, 14 November 1885, in *The Leland Stanford, Junior, University* (pamphlet issued upon the founding of Stanford University, 1885), p. 31.
  6. Seymour E. Harris, *A Statistical Portrait of Higher Education* (New York: McGraw-Hill Book Company, 1972), p. 926.
  7. W. Vance Grant and C. George Lind, *Digest of Educational Statistics* (Washington, D. C.: U. S. Government Printing Office, 1975), p. 77.
  8. Some of these tuitions are listed later in this chapter.

# Church Support for Church-Sponsored Institutions of Higher Learning

Percentage of Educational and General Income Received from Church Sources	Institutions Receiving Support	
	Number	Percentage
0	214	26.2
1-5	159	19.5
6-10	100	12.3
11-25	126	15.4
26-50	87	10.6
Over 50	41	5.0
Percentage not indicated	90	11.0
	817	100.0



A 1966 report of the Danforth Foundation on the state of church-sponsored higher education in the United States, written by Manning M. Pattillo, Jr., and Donald M. Mackenzie, concluded that churches in general have not sufficiently supported the institutions of higher education which they founded (*see* accompanying chart).<sup>9</sup>

The average amount of church financial support is a meager thirteen percent of the total educational operating budget. Roman Catholic schools receive the least amount of financial support from the parent church, although most major Protestant denominations rarely provide a significant proportion of their schools' total expenses. Pattillo and Mackenzie noted that

The most urgent financial need of the church institutions is for an increase in current income — that is, funds for general support of the educational program. . . . In most cases official church support is entirely inadequate. Noteworthy exceptions are the Lutheran Church — Missouri Synod, and The Church of Jesus Christ of Latter-day Saints (Mormons) which have provided generous appropriations for their institutions.<sup>10</sup>

The Danforth Report vigorously called for more church financial support to prevent, by financial dependence on other sources (especially federal funding), an adulteration of the religious and moral persuasions of church schools:

We think the time has come for most churches to recon-

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9. Manning M. Pattillo, Jr., and Donald M. Mackenzie, *Church-Sponsored Higher Education in the United States*, report of the Danforth Commission (Washington, D. C.: American Council on Education, 1966), p. 43.
  10. Manning M. Pattillo, Jr., and Donald M. Mackenzie, *Eight Hundred Colleges Face the Future: A Preliminary Report of the Danforth Commission on Church Colleges and Universities* (St. Louis: The Danforth Foundation, 1965), p. 22. The chancellor of a church-sponsored university in a neighboring state once reported to Wilkinson that the contribution of the sponsoring church to his school was less than the contribution of a member of the LDS Church in his community to the church-sponsored university.

sider their obligations to church-sponsored colleges and universities and to increase their appropriations substantially. . . . A new factor has entered the financing of church-related higher education — large federal funds. Militant secularist groups can be expected to raise questions about every manifestation of religious commitment in institutions receiving federal funds. Church-sponsored institutions will be tempted to “play down” religion in order to avoid trouble. College officials will not wish to risk withdrawal of federal funds. Thus the enormously involved problem of the place of religion in higher education will be still further complicated by financial and political considerations.<sup>11</sup>

### Secularization of Church Schools

The declining identification of universities with their parent churches is part of what Henry Steele Commager, noted American historian, refers to as “steady secularization.” Said Commager:

The Church itself confessed to a steady secularization: as it invaded the social and economic fields, it retreated from the intellectual. Philosophy, which for over two centuries had been almost the exclusive property of the clergy, slipped quietly from their hands. . . . No longer did the Protestant churches control higher education. Denominational colleges, to be sure, still flourished, particularly in the South, but it was beyond the competence of the most subtle students to discover the religious implications of those affiliations for such institutions as Harvard, Yale, Columbia, or Chicago Universities. In 1840 the president of every important college in the country was a clergyman or trained to the church; a century later no clergyman adorned the presidential chair of any of the leading institutions of learnings.<sup>12</sup>

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11. Ibid., p. 58. The predictions of the authors of the Danforth report have already been fulfilled. The regulations of the Department of Health, Education, and Welfare preclude the use of federal funds for any purpose that touches on religion.
  12. Henry Steele Commager, *The American Mind* (New Haven: Yale University Press, 1950), p. 167.



Most church schools have become so secularized that, even though they are still in some instances partially supported by the churches which brought them into being, they can no longer be said to have the teaching of Christianity as their purpose and function, let alone the tenets of the Church which founded them.<sup>13</sup> In 1945 the authors of *General Education in a Free Society*, a study sponsored by Harvard University, discarded religion as a potential source of the desired unifying purpose and idea of education and concluded: "But whatever one's views, religion is not now for most colleges a practicable [or desirable, the report urges throughout] source of intellectual unity."<sup>14</sup>

In his study *God and Man at Yale*, William F. Buckley described the complete apostasy of that institution from the faith of its founder. After reviewing the teachings in many of the departments which were completely at variance with concepts of Christianity, he concluded by quoting President John S. Nason of Swarthmore College: "It is small wonder that a majority of students will go their way, troubled perhaps and a little uneasy in the absence of answers, upon the assumption that religion does not matter."<sup>15</sup> Princeton, founded by the Presbyterian Church, recently had a Catholic president. Notre Dame recently decided that membership in the Catholic Church is no longer a requisite for membership on its board of trustees.

### **Financial Uniqueness of Brigham Young University**

The main difference between most institutions of higher learning founded for religious purposes and Brigham Young University is that Brigham Young University has not apostatized from the faith of its founder. It is still a wholly owned subsidiary of The Church of Jesus Christ of Latter-day Saints; its Board of Trustees is comprised of the highest leadership of the Church; and its purpose continues to be the one Brigham

13. See Volume 1, pp. 558-69, of this history.

14. *General Education in a Free Society* (Cambridge, Massachusetts: Harvard University Press, 1968), p. 39.

15. Buckley, *God and Man at Yale*, p. 35.

Young stated in the Deed of Trust. It is still dedicated to, supportive of, and dependent upon the teachings of Jesus Christ.

This distinction is nowhere more aptly illustrated than by the policy of the Church in financing Brigham Young University. From the beginning, the LDS Church was committed to a policy of complete independence in the maintenance of its own affairs, including its educational system. It has, therefore, maintained BYU with its tithes and other offerings. Consistent with a revelation recorded in the Doctrine and Covenants (78:14) that "Notwithstanding the tribulation which shall descend upon you . . . the church may stand independent above all other creatures beneath the celestial world." This philosophy of operation is also based on Brigham Young's idea that schools should be founded and supported by churches so that the word of God can be taught alongside the learning of man (*see* Volume 1, chapter 3, of this history).<sup>16</sup>

Even before the Articles of Incorporation were adopted in 1896, BYU looked to the Church for financial support. Although this support was meager, it kept the school alive. Since its incorporation in 1896, BYU has been supported largely by Church funds and tuition; the Church has generally supplied about two-thirds of the operating costs of Brigham Young University.

The funds to operate BYU, which do not stem from Church appropriations, have largely been derived from tuition and fees. From 1951 to 1971, the per capita cost of educating a full-time equivalent student at BYU increased 265 percent, and the enrollment increased from 4,002 in the middle of 1950-51, when Wilkinson became president, to more than 25,000 when he resigned (26,601 full-time equivalent students for fall, winter, and summer semesters, 1970-71), necessitating a huge increase in yearly budget appropriations during the Wilkinson years. Even so, BYU was operated at a considerably lower cost than other institutions of comparable

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16. While this would place a large burden on churches, it would also decrease taxes.



size. Of total operating expenses during the Wilkinson years, an average of over seventy-two percent was spent for personnel services, including salaries, social security participation, and a greatly improved program of health insurance and retirement benefits.

Since the money appropriated by the Church came from the pockets of Church members in response to the Mormon belief that a tithe (one-tenth) of one's increase is the Lord's, both the Board of Trustees and the administration of the University felt they had a sacred trust to use these funds judiciously and fairly. President Wilkinson wrote Elder Harold B. Lee in 1962, "I have already won the unpopularity contest on the BYU campus for the manner in which I have pruned requests in the budget and after I appear before your committee I may win the same contest."<sup>17</sup> In the twenty years of Wilkinson's administration the operating expenses never exceeded the budget. On one occasion, when a preliminary financial report indicated that the budget had been exceeded by several thousand dollars, President Wilkinson immediately wrote out a check to BYU for that amount. However, when the final financial report came in, it was learned that the budget had not been exceeded, and the check was returned to Wilkinson.

### Tuition and Fees

Consistent with BYU's economic program, tuition rates have been kept low, as indicated by the following schedule:

Tuition and Fees Per Year		
Year	LDS	Non-LDS
1951-51	\$150	\$150
1952-53	\$150	\$150
1953-54	\$150	\$150
1954-55	\$175	\$175
1955-56	\$180	\$180
1956-57	\$210	\$210

17. Ernest L. Wilkinson to Harold B. Lee, 29 October 1962, Harold B. Lee Papers.

1957-58	\$240	\$240
1958-59	\$240	\$240
1959-60	\$255	\$255
1960-61	\$260	\$260
1961-62	\$260	\$260
1962-63	\$280	\$280
1963-64	\$280	\$280
1964-65	\$320	\$430
1965-66	\$330	\$440
1966-67	\$350	\$500
1967-68	\$400	\$650
1968-69	\$430	\$700
1969-70	\$500	\$750
1970-71	\$500	\$750
1971-72	\$600	\$900
1972-73	\$600	\$900
1973-74	\$600	\$900
1974-75	\$640	\$960
1975-76	\$680	\$1,020
1976-77	\$720	\$1,080

Though tuition and fees for Church members at BYU have risen over 450 percent since 1951-52, they are still much below tuition alone for other private universities. In 1974-75, tuition and fees for a year at BYU was \$640. In 1976-77 it will rise to \$720, as compared with tuition at the following universities:

University	1974-75 Tuition <sup>18</sup>	1976-77 Tuition <sup>19</sup>
Yale	\$4,050	\$4,400
Princeton	3,900	4,300
Amherst College	3,795	3,975
Columbia	3,650	4,000

18. "Tuition and Fees at Over 1,300 Colleges," *The Chronicle of Higher Education*, 31 March 1975.

19. "Tuition and Fees at over 2,000 Colleges," *The Chronicle of Higher Education*, 5 April 1976, pp. 13-17. Tuition costs for 1976-77 at the University of Chicago are not available at this time.



Harvard	3,400	3,400
University of Southern California	3,266	3,625
Chicago	3,225	N.A.
Notre Dame	3,000	3,250
Southern Methodist	2,450	2,840
Texas Christian	2,425	2,435

Room and board is also very reasonable at BYU, as indicated by the following comparison:

University	1973-74 Room and Board <sup>20</sup>	1976-77 Room and Board <sup>21</sup>
Harvard	\$1,745	—
Cornell	1,585	\$2,600
Yale	1,600	2,775
Princeton	1,555	2,725
George Washington	1,500	—
Chicago	1,460	—
Stanford	1,425	2,090
Notre Dame	1,200	2,060
BYU	825	1,080

Keeping tuition rates low forces the LDS Church to assume a large portion of the operating expenses of BYU, but it also gives faithful LDS students a chance for a good Christian education regardless of their financial background. Because so much of the operating expenses of the University is paid from Church tithing funds, the University in 1964 adopted a policy of charging non-Mormons more for tuition and fees than Mormons. This differential, however, constituted only a small part of the non-Mormon educational costs.

20. James Cass and Max Birnbaum, *Comparative Guide to American Colleges*, 6th ed. (New York: Harper & Row, 1973), pp. 256, 157, 757, 523, 227, 124, 634, 481, 73.

21. "Tuition and Fees at over 2,000 Colleges," *The Chronicle of Higher Education*, 5 April 1976, pp. 13-17. Blank spaces indicate instances where figures are not available.

At BYU, student fees pay for such things as the operation of student government, student programs, health services, publications, physical education uniforms and equipment, extramural programs, and operation of the Wilkinson Center. In addition, a building fee which is a part of the tuition and fees has been the chief source of funds for the construction of the Ernest L. Wilkinson Center, the football stadium, and the J. Willard Marriott Center. In some instances, student building fees have contributed to the construction of academic buildings. Church funds have been used only for the construction of academic buildings.

### **Fighting Federal Aid**

Because of the ever-mounting federal debt and the governmental regulation that inevitably follows the acceptance of government funds,<sup>22</sup> BYU has struggled fiercely to maintain the school's financial independence. One of the most distinctive characteristics of the BYU administration during the Wilkinson era was its refusal to accept federal gifts or subsidies. President David O. McKay and the Board of Trustees consistently maintained the philosophy of refusing to accept outright federal subsidies, and President Wilkinson became the Board's spokesman on the issue. As early as 1951, Wilkinson told the Utah chapter of the Horace Mann League, one of America's oldest educational associations which had become an ardent supporter of federal funds for education:

I think I ought to say in entire candor that I am not yet converted to the use of any federal funds for public schools. It is entirely unrealistic to say that there can be federal grants without federal control or interference in the administration of the local schools. The person who pays the fiddler calls the tune, and federal contributions to local schools is like a creeping paralysis which has the

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22. In extending financial assistance, Congress unquestionably has power to impose such reasonable conditions on the use of the granted funds or other assistance as it deems in the public interest. See *United States v. San Francisco*, 310 U. S. 16 (1940); and *Oklahoma v. Civil Service Commission*, 330 U. S. 127, 142-44 (1942).



tendency to ultimately end up in some measure of federal administration.<sup>23</sup>

The debate over whether the federal government should participate in funding local schools had been simmering for many years in America. Those who favored federal aid contended that it would bring about a much-needed equalization process by which school districts in poverty-ridden regions of the country would receive funding to help develop parity with other school districts. This argument was given added support by the advent of an unprecedented number of students after World War II. Many argued that existing facilities would not be able to accommodate the rapidly increasing population. Some felt that the problems of substandard teachers' salaries and inadequate buildings could best be solved by having the federal government distribute tax money equitably throughout the country. With the great advances in technology, communications, and science, schools of higher education especially would be in need of more sophisticated, complex, and expensive equipment which local or state school boards could rarely afford.

The Space Age launched America into a new era of technological growth and scientific research. Educators and politicians argued that large university facilities and costly research grants were necessary to keep America in a leading position in the scientific world. From these considerations arose a nationwide political demand for more extensive federal aid to education. It was a popular issue for politicians since the ordinary voter, as in other federal programs, did not know what it meant in total cost or in taxes. Originally contemplated as a small program, federal aid to education pyramided from approximately \$2.2 billion in 1951 to almost \$21 billion in 1972.<sup>24</sup>

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23. Ernest L. Wilkinson to Gale Rose, 7 November 1951, Wilkinson Presidential Papers.

24. Figures for 1951 are from Seymour E. Harris, *A Statistical Portrait of Higher Education* (New York: McGraw-Hill, 1972), pp. 619, 640; and 1972 figures are from U. S. Bureau of the Census, 95th ed., *Statistical Abstract of the United States: 1974* (Washington, D. C., 1974), p. 247.

Not alone in its opposition to federal aid to religious institutions (Southern Baptists and Seventh-Day Adventists expressed similar views), BYU received both criticism and praise for rejecting the federal student loan program under the National Defense Education Act.<sup>25</sup> An editorial in the *Oakland* (California) *Tribune* stated: "Brigham Young University has established a pattern that is commendable, one that is courageous as well as meeting the demands of common sense."<sup>26</sup> The *Tucson* (Arizona) *Daily Citizen* editorialized:

The Mormon Church . . . has just set a fresh example of the kind of independence and self-help which has won such respect and admiration for the church and its members. . . . Brigham Young University . . . rejected the federal student loan program under the National Defense Education Act. They did not stop there, however. They set up a student loan system of their own for Mormon students, allowing for a maximum borrowing over the college years of \$2,200 and bearing 3 percent interest until repayment. Deserving BYU students will not suffer for lack of financial aid in completing college. It must be a shock to the aid advocates, and a proud satisfaction to a group like the Mormon Church and even their admirers, when at least in one instance a Brigham Young University comes along and says, "No, thank you! we'll take care of our own needs ourselves!"<sup>27</sup>

### Student Loan Fund

Indeed, on 3 June 1959 the Board of Trustees established a Student Loan Program to assist needy students at BYU.<sup>28</sup>

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25. The National Defense Student Loan Program was authorized by the enactment of Public Law 85-864, the National Defense Education Act of 1958.
  26. "Federal Aid Rejected," *Oakland Tribune*, 31 July 1959.
  27. "Mormons Will Handle Own Student Aid, Thank You!" *Tucson Daily Citizen*, 29 July 1959.
  28. This was not the first time in BYU history that a loan program had been initiated. On 13 March 1884 a Student Loan Association was organized with a subscription of \$10,000 authorized as the capital stock account. Unfortunately, the fund was never used a great deal, and by 1921 the association was disbanded (Memorandum from Ben



Under the 1959 plan a student could borrow \$300 as a freshman, \$400 as a sophomore, and \$500 in each of his junior, senior, and graduate years, for a total of \$2,200. The Board of Trustees indicated that not more than \$200,000 could be loaned during a year, limiting the initial program to fifty freshmen, fifty sophomores, one hundred juniors, two hundred seniors, and one hundred graduate students per year.<sup>29</sup> Recipients of the loans were to begin repayment at three percent interest within six months after graduation. In contrast, the federal system provided that students could borrow up to \$1,000 per year, for a total of \$5,000 during their undergraduate years, repayable at three percent interest beginning one year after the borrower left school. Some BYU students did borrow money under the National Defense Education Act from local banks. BYU provided the information requested by the banks without recommendation. Students were counseled, however, not to borrow large sums of money.<sup>30</sup>

Wilkinson realized that the BYU loans would be much smaller and more selective than the federal loans, but he was convinced that such an approach would, in the long run, benefit the student and the nation: "I venture to suggest that should a student borrow \$5,000, as he is permitted to borrow [under the federal program], and get out of college with an indebtedness of that kind that there may be many defaults in payment and that in many cases we will have done the student a disservice rather than a service."<sup>31</sup>

Wilkinson thought that the management of a fund of this nature required someone with business experience — some-

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E. Lewis to Ernest L. Wilkinson, 4 August 1952, Wilkinson Presidential Papers). A student-sponsored loan fund had operated during the Harris Administration.

29. "Students May Obtain \$2,200 In Five Years," *BYU Daily Universe*, 21 July 1959.

30. O. Wendle Nielson to Ernest L. Wilkinson, 1 April 1976, Wilkinson Presidential Papers.

31. Ernest L. Wilkinson to Dr. O. Preston Robinson, 24 December 1959, Wilkinson Presidential Papers. Thousands of defaults in the federal program have already occurred.

one who was sympathetic to the needs of students but who would be firm in insisting on collection. He therefore gave the assignment of administering the loan fund to O. Wendle Nielsen, who had been executive vice-president of National Drug Company (now Richardson-Merrill) in Philadelphia. Nielsen had retired early and moved to Provo, but he immediately volunteered his services to the University. He came just as the loan fund was getting under way in 1960 and remained in charge of it until he was called as a member of the Provo Temple Presidency in 1971.

Nielsen patterned his administration of the loan fund after Church welfare policy. He thought the student had the first obligation for financing his education. If a student could not earn his way through school, then his family should help. He felt the University should loan money only if the student and his parents were unable to provide the funds. Students requesting loans first received budgetary counseling. Many students found that, with proper management, they had enough money for school without a loan. If the budgetary review showed that a student really needed money, Nielsen contacted the applicant's parents to give them an opportunity to help their child. Because of temporary estrangement or student pride, many parents were unaware of their child's financial needs; when they heard from Nielsen, they were usually happy to help.

No student who really needed help was turned down. When need was demonstrated, the loan was made. In many cases when students applied for loans, Nielsen found them part-time jobs so that the amount loaned would be small. Based on his business experience, Nielsen felt that the person who made the loan should also do the collecting. At the time students received loans, they agreed that they would not discontinue school without first consulting the loan office. Students were made to realize that prompt repayment of the loan made it possible for other students to obtain assistance. When students were unable to meet their commitment, after sincere efforts, Nielsen allowed them to pay off their loans at a lower monthly rate.



With this careful approach, students were given valuable aid in planning their college program. They were able to continue school without interruption, knowing that they would have only a modest debt to pay afterwards. The loan fund was a great success. From 1959-60, when Nielsen took over the management of this program, to 1970-71, a total of 9,960 long-term loans were made (payable after a student graduated), aggregating \$3,172,492. During the same time, 32,335 short-term loans were made (payable during the semester), aggregating \$4,033,246. These constituted a total of 42,295 loans at \$7,485,738.<sup>32</sup> The average loan per semester for long-term loans was \$319. The average short-term loan was \$133. The uncollectible loans were less than one percent of the total amounts loaned, a remarkable record.<sup>33</sup>

In contrast to this record, the U. S. Office of Education admits a default rate of approximately nineteen percent on the Federal Student Loan Program, and the General Accounting Office estimates the default rate will reach 24.3 percent. This means that "Nearly one out of five students won't or can't pay back money advanced for an education."<sup>34</sup> According to the Consumer Bankers Association, the default rate on loans to vocational and proprietary school students is more than forty percent. Since 1973 more than 2,000 students a year have taken out bankruptcy to avoid paying off government loans.<sup>35</sup>

Since the Church loans were small — only a fraction of the size of loans made under the federal loan program — they were usually taken care of before other heavy financial obligations were encountered. The experience gained by the students in carefully planning and administering the cost of their educational programs proved to be very beneficial; in many instances it was the beginning of a carefully planned financial

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32. Memorandum from Douglas J. Bell to Ernest L. Wilkinson, 11 June 1975, Wilkinson Presidential Papers.

33. Wendle Nielson to Ernest L. Wilkinson, 13 June 1975.

34. "Student Deadbeats: Alarming Rise in Loan Defaults," *U. S. News & World Report*, 23 June 1975, p. 55.

35. *Deseret News*, 28 April 1975.

program for life. Credit for the unusual record at BYU must go to the basic integrity of BYU students and to the superb management of O. Wendle Nielsen.

### **Wilkinson's Statement against Federal Aid**

Wilkinson and his Board of Trustees remained opposed to federal aid to education. Congressman Ralph Harding of Idaho wrote David O. McKay in 1961, "If my Church is opposed to federal aid to education I want to know about it and am sure that every other Church member interested in this vital problem should be made aware of it."<sup>36</sup> President McKay's response questioned the argument that local governments were not keeping pace with building needs and increasing teacher salaries. He cited statistics which he believed demonstrated that although some school districts were lagging, yet "on the whole, the record has been excellent." He saw "no justifiable basis for the present drive for general federal aid for school house construction." He maintained that since local boards were doing so well in raising funds, "Federal aid, unless of *mammoth* proportions, might slow down, rather than accelerate, the construction of needed buildings." He concluded:

We agree completely that this matter is nonpartisan, which is the reason we believe it proper for us to take a position on the matter. We are frankly gravely concerned over the increasing tendency of the Federal Government to assume more responsibilities with an ever-increasing indebtedness. In this respect we note your statement that the Federal Government controls most of the revenue in this nation through the federal income tax, and that you therefore think that the Federal Government should take on this new burden. In our judgment, the tendency of the Federal Government to more and more control the revenue of the country should be reversed, not increased.<sup>37</sup>

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36. Ralph R. Harding to David O. McKay, 31 May 1961, David O. McKay Papers.

37. David O. McKay to Ralph R. Harding, 15 June 1961. President



The Church was so concerned about pending federal legislation that the Board of Trustees requested Ernest L. Wilkinson to prepare and forward to Washington an official statement on the matter. The statement, which was read into the *Congressional Record*, said, in part, that "The Board of Education of the United Church School System and the Board of Trustees of Brigham Young University, whom I represent, oppose, as a matter of principle, any plan of general federal aid to education, irrespective of whether that legislation permits or does not permit parochial schools to share in any federal grants thereunder."<sup>38</sup>

Wilkinson enumerated seven reasons for the Church's opposition to federal aid. First, Wilkinson said that federal aid to education is inconsistent with the traditions of our country and at least the spirit of our Constitution. The U. S. Constitution and American tradition encourage local support and control of education. Many feel that the federal government has no constitutional right to appropriate money for education.<sup>39</sup>

The second argument was that the adoption of a substantial program of federal aid to schools could easily result in federal control of Americans' political thinking. In a letter dated 15 May 1963 to the National Education Association, Wilkinson quoted President Carey Croneis of Beloit College, who said that federal aid to education "might well be tantamount to the opening of a Pennsylvania Turnpike leading directly to complete statism in learning, and thus, by easy stages, to socializa-

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McKay's letter was printed in the *Church News* on 10 November 1962.

38. Ernest L. Wilkinson, "Statement of Dr. Ernest L. Wilkinson, Administrator of the Unified School System of The Church of Jesus Christ of Latter-day Saints and President of Brigham Young University, on the question of Federal Aid to Education," 23 May 1961, Wilkinson Presidential Papers, p. 3. See Ernest L. Wilkinson, "Fallacies of Federal Aid to Education," *Congressional Record*, 87th Congress, First Session, Volume 107, Part 9 (Washington, D. C.: U. S. Government Printing Office, 1961), pp. 11845-49.
39. This belief was based on the Tenth Amendment, which provides that "The powers not delegated to the United States . . . are reserved to the states respectively, or to its people."

tion of all phases of our national life.”<sup>40</sup> He quoted Nicholas Murray Butler, president of Columbia University for forty-four years, who said,

It is universally acknowledged that the unhappy decline in German university freedom and effectiveness, and the equally unhappy subjection of the educated classes to the dictates of the political and military ruling groups, were the direct result of the highly centralized and efficient control from Berlin of the nation's schools and universities. . . . Once more to tap the Federal Treasury under the guise of aiding the States, and once more to establish an army of bureaucrats in Washington and another army of inspectors roaming at large throughout the land, will not only fail to accomplish any permanent improvement in the education of our people, but it will assist in effecting so great a revolution in our American form of government as one day to endanger its perpetuity. The true path of advance in education is to be found in the direction of keeping the people's schools closely in touch with the people themselves. . . . Unless the school is both the work and the pride of the community which it serves, it is nothing.<sup>41</sup>

Wilkinson's third argument was that the federal government was in no position to undertake this additional burden. The federal indebtedness of our country for present and accrued liabilities in 1960 exceeded \$750 billion, more than \$4,100 for every man, woman, and child in the United States.<sup>42</sup> He said, “We think it reckless improvidence to have the federal government undertake the burden of financing

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40. Ernest L. Wilkinson to Glenn E. Snow, 15 May 1963, Wilkinson Presidential Papers. In this same letter, Wilkinson quoted Dr. Ray L. Wilbur, former president of Stanford University and Secretary of the Interior: “Abnormal power to mould and standardize and crystallize education which would go with the dollars would be more damaging to local government, local aspiration and self-respect, and to State government and State self-respect, than any assistance that might come from the funds.”

41. Ernest L. Wilkinson, “Fallacies of Federal Aid to Education,” *Congressional Record*, pp. 11848-49.

42. *Ibid.*, p. 11847.



our schools when it is now demonstrated that the states themselves are beginning to do a superlative job in meeting the educational challenge of our times.”<sup>43</sup> Wilkinson predicted that this program would just fan the flame for increased federal indebtedness.<sup>44</sup>

The fourth argument Wilkinson raised was that a small program of federal aid would soon blossom into an unwieldy colossus. This in turn led to the fifth point presented, which was that the kind of federal aid then being proposed would slow down the remarkable progress being made by states and local communities. The variations in capacity to pay among the states were rapidly narrowing, and, while inequities still existed, these were rapidly decreasing.

Wilkinson’s sixth point was that federal aid would wrest control of education from local communities and state governments and ultimately place it in the federal government.<sup>45</sup> The Mormon Church had strongly adhered to the doctrine of the separation of church and state and did not believe that any

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43. Ernest L. Wilkinson, “Statement on Federal Aid to Education,” p. 20.

44. Wilkinson’s predictions in this respect are now being borne out. The national debt as of April 1976 was over \$575,000,000,000, which amounts to \$2,692 for each of the 213,628,000 people living in the United States. On 29 January 1960 Maurice Stans, director of the U. S. Bureau of the Budget, estimated in a speech given to the Executive Club in Chicago that if to the national debt were added accrued liabilities payable in the future for services already rendered, or goods already delivered, the national debt would exceed a trillion dollars, or a per capita indebtedness of well over \$5,000. Based on this estimate, the indebtedness would now be from two to three trillion dollars. April 1976 figures indicate that Stans’s estimates were accurate; present indebtedness is now estimated at more than three trillion dollars (Ralph Kinney Bennett, “Quiz on Taxes and Spending,” *Readers Digest*, April 1976, p. 97). The federal government is now (1976) spending for its operation an estimated \$1,718 a year for every person and \$6,872 a year for a family of four (*U. S. News and World Report*, 27 October 1975, p. 70). The national debt is still soaring.

45. President J. Reuben Clark, Jr., wrote Wilkinson on 27 March 1961, “There is an old ‘saw’ which, as I recall, runs somewhat like this: ‘He who pays the fiddler calls the dance.’ I think education should, as nearly as possible, be within the control of parents. I am against anything that would remove it from that control. This, I am sure, will express my feeling about putting the maintenance of schools, whether great or small, under federal aid.”

direct public aid to religious schools was warranted. If aid were granted, taxpayers would be forced to subsidize religious teachings they did not believe. Even more important, if Church schools accepted federal aid, they would eventually be forced to compromise their teachings and methods to meet government standards. Church leaders were not willing to see outside controls transform the unique religious standards of BYU, even if such a position meant losing millions of federal dollars. Wilkinson's seventh and final argument was that large federal aid programs would destroy local initiative and creativity.<sup>46</sup>

### A Tempting Offer

The school's decision not to accept federal subsidies, placing a large burden on the Church, was seriously tested in the summer of 1963. That year, Congress passed a bill entitled the "Educational Facilities Act" which established a program to give institutions of higher education \$230,000,000 a year for three years, primarily for construction and renovation of buildings. BYU's share would have come to \$750,000 a year. If BYU did not accept the money, the amount would go to the state and would be divided between the state institutions of higher learning.<sup>47</sup> The only restriction attached to the funds was that buildings constructed could not be used for religious purposes.

It was a tempting offer. Some Board members felt that the school could accept the money to build a power plant or stadium or to expand student housing or some other off-campus facility without compromising principle. Another viewpoint was that the money should be accepted because it would be spent by the government anyway to support other universities if not BYU. Surely the Church membership could accept the idea of having some of their tax money returned to help BYU. Finally, one or two felt that since BYU was not

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46. Ernest L. Wilkinson, "Fallacies of Federal Aid to Education," *Congressional Record*, p. 11848.

47. BYU Board of Trustees Minutes, 15 August 1963.



restricted to LDS students, the school could accept these grants in good conscience.

However, these sentiments were in the minority. The Board as a whole felt that acceptance would mean a reversal of policy and an abrogation of the moral principle involved. After full discussion, the unanimous decision was to firmly oppose the action. The Board sent President Wilkinson to Washington again to appear before congressional committees and to publicly oppose the legislative measure.

Although there have been a few seeming inconsistencies with regard to rejecting federal aid, the principle has been steadfastly followed.<sup>48</sup> When these inconsistencies were noted, the school discontinued accepting the federal grants in question.

Under the Oaks Administration the Board has continued its policy of refusing to participate in any governmental programs under which grants are made directly to the institution and the institution parcelled out the money to the students. The Board, however, did decide to assist the government in administering the funds and loans which were made available to students under statutes which permitted students to receive grants or loans either from the federal government directly or through banks, with governmental guarantees. In these cases, the University was involved only to the extent of certifying that the student was registered in the school.<sup>49</sup>

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48. In 1959, government-sponsored graduate fellowships were rejected, but this was reversed in 1960; two summer teacher-training grants were approved in 1960 and 1964, but a third was tabled; some requests for federal grants to cover research overhead allowances for faculty and students (from the National Science Foundation and other sponsors) have been approved and others rejected (Memorandum from Clyde D. Sandgren to Ernest L. Wilkinson, 27 January 1971).

49. Under this policy, Basic Educational Opportunity Grants to BYU students (no repayment required) increased from 91 in 1973-74 to 1,132 in 1975-76. Loans under the Federally Insured Student Loan Program varied from 2,140 to 4,108 per year during the years 1971-72, 1973-74, and 1974-75 (Boyd G. Worthington to Ernest L. Wilkinson, 2 May 1976, Wilkinson Presidential Papers).

## **Assistance to Government Rather Than Acceptance of Subsidies**

Rather than accept federal subsidies or governmental aid, there are certain situations where BYU assists the government. One of these is that of assisting in federally sponsored research projects for which the University's teachers give service of an equivalent value to the compensation received. Wilkinson explained this policy to Glenn E. Snow, at one time president of Dixie College, who was then with the National Education Association:

At Brigham Young University we have refused to apply for any outright federal grants or loans even though available to us. We have also rejected matching grants available under the federal scholarship program. We have, however, permitted our teachers to apply for research grants because we believe that they will give an honest quid pro quo for moneys received. At the same time, we have been concerned about the growing liberality and scope of the various research programs of the government; hence we reserve the right to refuse participation in those future projects wherefrom we may derive more benefit than the value we can contribute.<sup>50</sup>

Another situation in which BYU assists the federal government is in the maintenance of ROTC programs, which are linked to national defense and security. By accepting ROTC, BYU is adhering to its own tradition of loyalty to the nation and support for the cause of American self-protection. While the government supplies the cost of operation, the school supplies the facilities. The school also has participated in the GI Grants and Benefits Program because it does not involve any subsidy to the Church and is a relationship between the government and the individual veteran. But apart from governmental obligations to veterans, the University advised against other grants to students because they "could be pri-

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50. Ernest L. Wilkinson to Glenn E. Snow, 15 May 1963, Wilkinson Presidential Papers.



vately financed as a matter of a regular university program, without relying upon federal aid.”<sup>51</sup>

### **Sharing the Load: The Destiny Fund**

The dedication of the Board of Trustees to the cause of education and its ability and willingness to invest large sums in education after the Great Depression, coupled with the success of the Wilkinson Administration in obtaining substantial budgetary appropriations, may have lulled the school “into a sense of inaction . . . in raising funds” on its own.<sup>52</sup> But as administrative officers and campus planners envisioned a huge building program, it became clear that, as President McKay pointed out, “The time would come when with its many needs, the BYU would not be able to obtain all its funds from the Church direct.”<sup>53</sup>

As President Wilkinson later admitted, “I was so busy with other matters I did not quite realize the importance of fund raising, nor was there any precedent for any large scale program of this nature at the Y and many of my Board were at first either against the [fund raising] program or lukewarm to it.”<sup>54</sup> In comparison with other institutions, BYU was a picture in contrast. In 1955, Harvard University, with 10,406 students, had an endowment fund of \$450,000,000. Yale, with 7,500 students, had \$216,000,000.<sup>55</sup> The endowment fund at BYU totalled less than \$300,000 — consisting mainly of the old Knight Endowment — and the total remained at this approximate level for years.<sup>56</sup> The school obviously needed to

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51. John T. Bernhard to Ernest L. Wilkinson, 25 November 1959, Wilkinson Presidential Papers.

52. BYU Faculty Meeting Minutes, 6 February 1958, BYU Archives.

53. Memorandum of a conference between Ernest L. Wilkinson, William Noble Waite, and David O. McKay, 18 November 1957, Wilkinson Presidential Papers.

54. Diary of Ernest L. Wilkinson, 17 August 1975.

55. BYU Faculty Meeting Minutes, 6 February 1958.

56. “First Security Bank of Utah N. A., Trustee — Jesse Knight Endowment Fund, 28 February 1954 to 30 April 1954,” UA 355, box 124, BYU Archives.

initiate a program to develop channels for income from sources other than the Church. Nevertheless, when Wilkinson first presented a fund-raising proposal to the Board there was fear that it might interfere with the payment of full tithes by Church members called upon to donate. While various forms of fund raising had been attempted for many years at BYU, they were of a sporadic nature. Special fund-raising activities such as the Smith Fieldhouse fund drive had achieved some measure of success, but no permanent fund-raising program had ever been carried out. President Harris initiated an endowment fund campaign in 1929, but it was abandoned because of the Great Depression.

The Alumni Association was interested in fund raising, but Wilkinson thought that practically all of the fund-raising programs should be under the auspices of the University itself. Not just individuals, but corporations, foundations, philanthropists, and other organizations would have to cooperate if the school were to be successful in raising funds.

In late 1954, with permission from President McKay, Wilkinson appointed a committee to study the possibility of a permanent fund-raising program. The study was conducted by Raymond E. Beckham, newly appointed executive secretary of the Alumni Association; Floyd Taylor, athletic business manager; and W. Cleon Skousen, former executive secretary of the Alumni Association. The committee recommended that the University "subsidize all of the activities of the Alumni Association in return for their fund-raising efforts," hire an outstanding individual to head the campaign, and initiate a comprehensive plan immediately.<sup>57</sup> Initially, there was some hesitation on the part of the Alumni Association to sacrifice its independence as a fund raiser, but this was resolved through the persuasions of Beckham. The committee's report was approved by the administration, and

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57. Harold W. Pease, "The History of the Alumni Association and its influence on the development of Brigham Young University" (Ph.D. dissertation, Brigham Young University, 1974), p. 310.





Raymond E. Beckham, first director of the Development Office at BYU. Beckham also served for some time as executive secretary of the Alumni Association.

on 29 April 1955 the Board of Trustees authorized the formation of a permanent fund-raising organization.<sup>58</sup>

Launching the program proved more difficult than planning it. The major problem lay in acquiring the right person for the position of director of fund raising. Preliminary negotiations centered around acquiring the services of William Noble Waite of Los Angeles, California. Waite was an energetic leader. At five feet ten inches tall, he was an all-American basketball player at the University of Nevada in 1921. After graduation he was a successful high school principal in Los Angeles. He also served as a stake president, conducted a million-dollar fund-raising drive for the Los Angeles Temple, and headed a successful campaign in 1955 for a \$133,000,000 bond issue for Los Angeles schools which on previous occasions had been defeated. He was also chairman of several Red Cross drives and director of various Community Chests in Southern California.<sup>59</sup> If he could get Waite, Wilkinson was confident that it would be the "beginning of a program which will ultimately net the University at least a million dollars a year."<sup>60</sup>

For personal and professional reasons, Waite was reluctant to come to BYU. In the meantime, Ray Beckham and the Alumni Association were urging that the fund raising should start without a director. On 3 October 1955, Wilkinson announced that he would temporarily direct the campaign himself, a move that disturbed the officers of the Alumni Association, who thought they should be given the assignment. The Alumni Association initiated a mailing program and prepared a detailed plan for canvassing the stakes of the Church, but these efforts were only marginally successful.<sup>61</sup> Wilkinson

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58. First Presidency to all stake presidents, 4 November 1957, Wilkinson Presidential Papers.

59. "Death Claims Leader, Former BYU Official," *BYU Daily Universe*, 14 October 1965.

60. Diary of Ernest L. Wilkinson, 29 September 1955.

61. Harold W. Pease, "The History of the Alumni Association," pp. 313-18.



himself did not have the time or energy to succeed in the fund-raising role.

But, true to form, Wilkinson kept up his pressure to persuade Waite to come to BYU. President McKay agreed to speak to the candidate and did so on 14 April 1956.<sup>62</sup> President McKay later said that “No man could do it more honorably, more successfully and more effectively” than Waite.<sup>63</sup> But only after much more imploring did the California educator finally accept the position in November 1957.<sup>64</sup>

Before Waite got the full-scale fund-raising program into gear, the school was completely taken by surprise in receiving over a million dollars from the Ford Foundation in its unprecedented 1956 donation of \$240,000,000 to scores of universities in a national effort to increase faculty salaries. BYU’s share totalled \$1,220,000 (given in two annual installments), and the money was invested to help the school meet its faculty salary needs.<sup>65</sup> This gift was a pure windfall, unexpected, unsought, and yet greatly appreciated, and it did much to kindle the enthusiasm of the fund-raising organization. President Wilkinson wrote the Ford Foundation, “This gift was the final motivating fact which caused us to found a permanent fund-raising organization for the University.”<sup>66</sup>

With Waite in the harness, fund raising began to move.

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62. Diary of David O. McKay, 14 April 1956, Church Historical Department.

63. Memorandum of a conference between Ernest L. Wilkinson, William Noble Waite, and David O. McKay, 18 November 1957, Wilkinson Presidential Papers.

64. Editor’s note: Waite hesitated because, like many others in the Church, he did not believe all the stories he had been told about the standards of the Y, especially the story that there was no smoking on campus. Before taking the job, he toured the campus by himself. When he returned, he enthusiastically told Wilkinson, “I am converted. I visited every rest room on the campus and did not see evidence of a single cigarette.”

65. Ernest L. Wilkinson to William F. Edwards, 3 July 1956, Wilkinson Presidential Papers.

66. Ernest L. Wilkinson to Joseph M. McDaniel, Jr., 12 June 1958, Wilkinson Presidential Papers.

Following recommendations of the Alumni Association and his own staff, Waite initiated a Church-wide campaign. Faculty, students, and alumni would all be asked to contribute. This first phase of the program would center on private contributions and would have the full support of the Church. Although Church machinery was not to be used in the drive, the First Presidency gave the program a strong endorsement in a letter to stake presidents:

Because of its combination of revealed and secular learning, Brigham Young University is destined to become, if not the largest, at least the most proficient institution of learning in the world, producing scholars with testimonies of the truth who will become leaders in science, industry, art, education, letters and government. But the operation of this great school in its rapid growth (its enrollment having already doubled in six years) requires millions of dollars each year for instruction, laboratories and new buildings. Since its unique facilities for spiritual and intellectual growth should be available to our young people without excessive tuition fees, we shall be grateful for whatever cooperation you give to Brother Waite. He comes to you with our approval and blessing.<sup>67</sup>

The title "Destiny Fund" was coined from this letter, and the fund raisers established a goal of five million dollars to be reached over a period of forty months. The money would be used for faculty salaries, scholarships, financial aids, capital improvements, library books, and other University needs. Publicity at BYU and throughout the Church in early February 1958 launched the drive.

The Destiny Fund included a variety of fund-raising activities. The most comprehensive and complex part of the campaign was raising money from Latter-day Saints in the stakes of the Church. A fund-raising chairman in each stake organized a group of assistants who were to contact members of the Church. These fund raisers were not to use the priesthood channels of the stakes and wards or Church machinery

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67. First Presidency to all stake presidents, 4 November 1957.



to accomplish their purposes.<sup>68</sup> Even though most Church members were not BYU alumni, they were encouraged to give to the Church school. The President of the Church and all Board members set a good example by making private contributions.

However, by the end of 1961, the Destiny Fund had raised only \$203,186, and many stakes had not been canvassed. There was a communications problem between the fund-raising office and the Alumni Association over how to share responsibilities in implementing the drive.<sup>69</sup> Furthermore, conflicts arose because of the enthusiasm of BYU fund raisers and the sovereignty of stakes. Some stake presidencies did not feel like supporting BYU, while others felt that the drive would impair tithing payments; still others thought the campaign would damage their own building projects. Feelings became so tender that the school president recorded, "There is no doubt . . . that a major crisis has arisen in this area, and it may be wise to retreat for the moment."<sup>70</sup>

Undoubtedly, a certain amount of resentment on the part of stake presidencies was generated by the overzealousness of those pushing the plan.<sup>71</sup> Further, it was extremely difficult for Noble Waite, who had been a most effective stake president himself, to visualize a fund-raising activity run separately from the Church organization. When he held fund-raising meetings in different areas, he generally invited stake presidents and had them suggest possible chairmen of the fund-raising program in their stakes. Accordingly, there was seri-

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68. "President McKay expressed the thought that the people of the Church were probably being burdened too much, and we didn't want this campaign to burden the members of the Church with more. When, however, we got into a real discussion of the matter, he made the comment that it was his experience that the more people gave in the Church the happier they were" (Memorandum of a conference between Ernest L. Wilkinson, William Noble Waite, and David O. McKay, 18 November 1957).

69. Raymond E. Beckham to Ernest L. Wilkinson, 29 September 1961, Wilkinson Presidential Papers.

70. Diary of Ernest L. Wilkinson, 7 March 1958.

71. BYU Board of Trustees Minutes, 3 June 1959.

ous criticism from stake presidents who thought that they and their stake organizations were being used as a part of the fund-raising project.

In other areas, the faculty and student body were moderately successful in raising funds.<sup>72</sup> Provo City joined the campaign in the fall of 1958 when Mayor G. Marion Hinckley declared the week of September 29 through October 4 as "Destiny Fund Week." Dr. Da Costa Clark, local physician, prominent civic leader, and successful fund raiser, was chairman of a seven-man executive committee which supervised the activities of 1,500 campaigning volunteers.<sup>73</sup> Townspeople and businessmen were urged to contribute to help achieve the goal of half-a-million dollars from Provo City. Even with the support of faculty members, students, local civic leaders, and many stakes, the Destiny Fund did not reach its goal. From its inception in 1958 until August 1961, the project brought in only two of the projected five million dollars.

### Matching Funds

About the same time the Destiny Fund began, General Electric Company of New York initiated its Matching Funds Program to assist universities throughout America. Essentially, this plan provided that contributions given by an employee of General Electric to an educational institution would be matched by the company dollar-for-dollar up to a total of \$4,000.<sup>74</sup> This plan was adopted by many corporations in America, and the Destiny Fund directors were quick to take advantage of it. As early as 1959 it was proposed that, rather than making separate donations to BYU, employees could make contributions in the form of tithing which would be earmarked for the school, and this amount would be de-

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72. "Provo Support Asked in Community Drive to Develop University," *BYU Daily Universe*, 27 September 1958.

73. "Destiny Fund Intensifies Drive," *BYU Daily Universe*, 30 September 1958.

74. BYU Board of Trustees Minutes, 31 January 1958. A \$4,000 limit was imposed by General Electric; other corporations had similar limitations.



ducted from the budget authorized by the Board.<sup>75</sup> By this method, Mormon employees would substantially increase their contributions to BYU, and this would be matched by their company.

In June 1961, the Board of Trustees accepted the proposal of President Wilkinson to establish a tithing matching funds program with the stipulation that all funds be sent directly to the Presiding Bishop's Office for deduction from the BYU budget.<sup>76</sup> By 1962, 141 large corporations had instituted a matching funds program, and many of these firms, after being fully advised of the plan, agreed to match tithing designated for use at BYU. The school began receiving a large number of donations through this program.

Even though a full disclosure had been made and most corporations were agreeable to the plan, some Trustees were somewhat hesitant to accept money from individuals as a tithe on their income and have that donation matched by corporate funds. Nevertheless, Wilkinson was able to demonstrate to the Board that most donors were satisfied with the whole program, including the procedure of sending the money to the Presiding Bishop's Office rather than to BYU directly (Wilkinson had interviewed a number of the large corporations), and the First Presidency decided to continue the program. But in 1964, after Wilkinson resigned from the presidency of BYU to run for the United States Senate, the First Presidency "after thorough and deliberate consideration," decided "to discontinue accepting funds under this program."<sup>77</sup>

In June 1966, almost two years after Wilkinson had resumed his duties as president of BYU, the tithing matching funds program was reinstituted at his urging.<sup>78</sup> During sub-

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75. Neil C. Winegar to Ernest L. Wilkinson, 25 December 1959, Wilkinson Presidential Papers.

76. Clyde D. Sandgren to Joseph T. Bentley, 26 June 1961, Wilkinson Presidential Papers.

77. First Presidency to Earl C. Crockett, 4 March 1964, Wilkinson Presidential Papers.

78. Ernest L. Wilkinson to Raymond E. Beckham, 10 June 1966, Wilkinson Presidential Papers.

sequent years the tithing matching funds program was very successful from the standpoint of BYU, but perhaps too successful from the standpoint of some of the companies. International Business Machines Corporation (IBM) reported, for instance, that they were giving more money to BYU than to all other universities combined.<sup>79</sup> Shortly after Dallin Oaks became president of BYU in 1971, certain corporations began to object. The program caused problems since corporations were required to report officially their contributions and it became known to other institutions of higher learning that BYU was receiving a relatively large portion of the contributions. Other church-sponsored institutions, even though they had no tithing program, wanted all gifts made to them by their members matched by the corporations, which they refused to do. To avoid any controversy as to the propriety of the gifts to BYU, on 14 December 1971, effective 1 January 1972, the Board of Trustees once again decided to discontinue the plan as far as tithing funds were concerned.<sup>80</sup> Even after being fully advised of the Board's decision, some corporations were still anxious to continue under the tithing matching funds program. But thereafter the Church accepted only contributions sent directly to the school — these were over and above tithing funds sent to the Presiding Bishop's Office.

While the Destiny Fund failed to find long-range solutions to the school's financial needs, it raised over \$4,350,000 between 1957 and 1964 (*see* accompanying chart). Noble Waite was successful at obtaining individual gifts from Church members. He had relatively little success in soliciting funds from large corporations and foundations.

In 1962 the school began planning a program of fund raising that would give more attention to these important donors. About this time, Noble Waite was called to serve as

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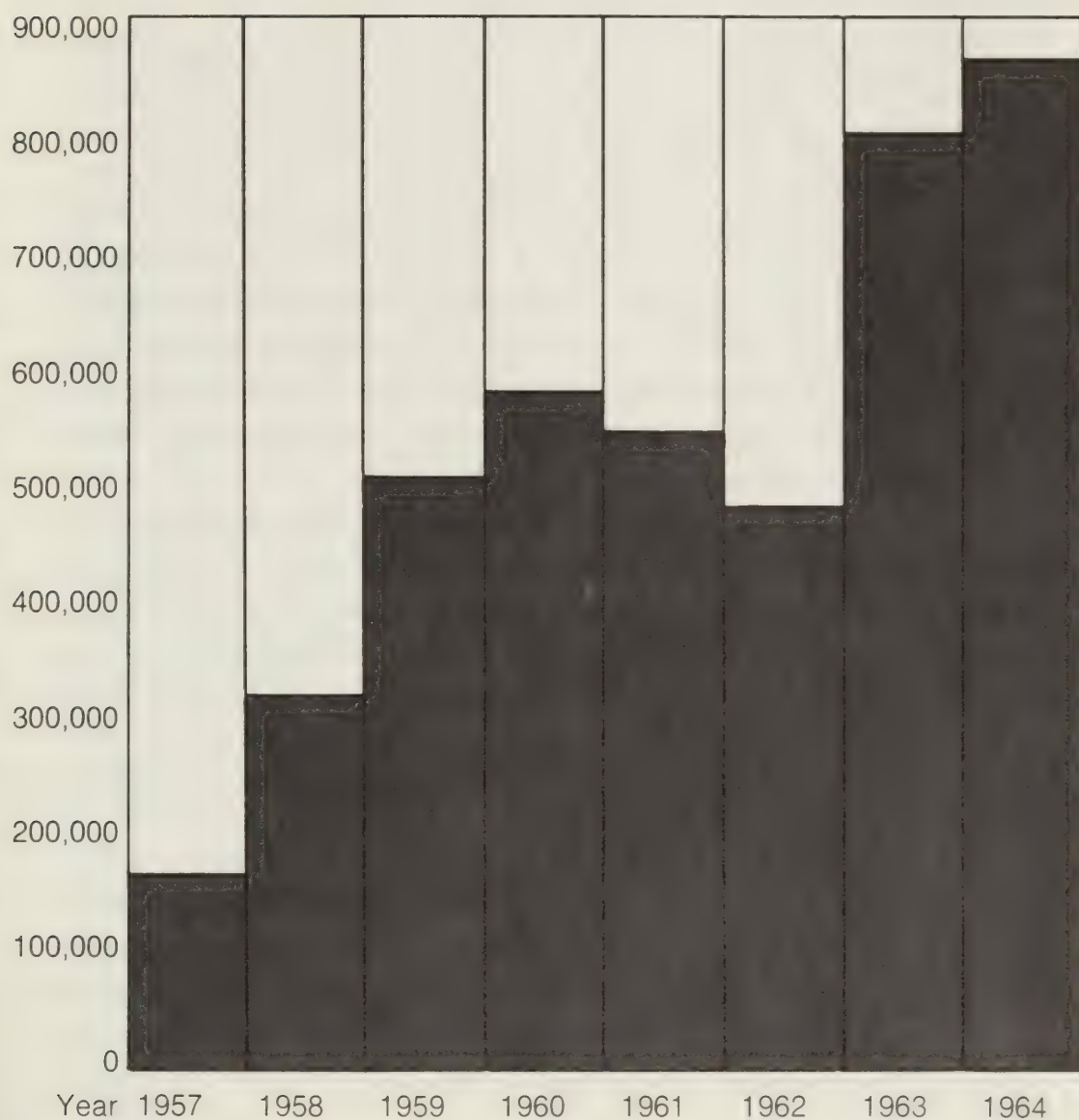
79. Ben E. Lewis to Ernest L. Wilkinson, 15 April 1976, Wilkinson Presidential Papers.

80. Dallin H. Oaks to participants, 14 December 1971, Wilkinson Presidential Papers.



## Results of Fund-raising Activities At Brigham Young University, 1957-1964

Cash  
Received



Total \$4,350,987

Does not include Ford grant of \$1,000,000.

Does not include real estate.

Does not include gifts-in-kind.

mission president in Scotland.<sup>81</sup> His health declined after he left for Scotland, and he was soon released from his mission. He died shortly after he returned home from Scotland. The school will ever be grateful to him for instituting its first sustained fund-raising effort.

### Individual Gifts

After Waite's departure, fund raising at BYU experienced a hiatus. One reason for this was the feeling on the part of members of the Board that it would be difficult to have a campaign separate from the Church — that the success of a real BYU fund-raising effort would reduce the tithes of the Church. Raymond E. Beckham of the Alumni Association called for the initiation of "a consistent, well-organized, long-range program." He also saw the need to solicit funds from businesses and foundations.<sup>82</sup> Nevertheless, it was two years before a much larger, nationally based, and successful fund-raising drive was launched.

Meanwhile, BYU received its greatest encouragement in fund raising in the field of property acquisition by donation and some large individual bequests. One of the first of these was a bequest to BYU (actually to the Corporation of the President of the Church) of a large amount of mining stock from Daniel C. Jackling. Jackling, a non-Mormon copper magnate, was the genius behind the successful operation of the Utah Copper Company. Through the instrumentality of President J. Reuben Clark, Jr., a friend and associate, Jackling, with the encouragement of President Heber J. Grant, made by will a bequest of less than \$25,000, together with whatever proportion of the residue of his estate that gift bore to all the other bequests.<sup>83</sup> Before the estate was settled, the value of his assets had increased so much that the total value of

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81. Raymond E. Beckham to Ernest L. Wilkinson, 15 October 1962, Wilkinson Presidential Papers.

82. Raymond E. Beckham to Ernest L. Wilkinson, 30 August 1963, Wilkinson Presidential Papers.

83. BYU Board of Trustees Minutes, 7 May 1958.



the bequest was about \$750,000.<sup>84</sup> According to his desires and a 1959 directive of the First Presidency, the money was to provide “primarily a theological or ecclesiastical library” for BYU.<sup>85</sup> Most of this money has already been used to enlarge the religious book collection in the BYU Library.

Early in 1957 the school learned of a possible gift of valuable property in California from a man who previously knew nothing about the Mormons or BYU. George Luther Barrett, originally from Baltimore, a self-made businessman and successful Los Angeles realtor, had acquired large holdings of valuable property in Southern California. His attorney and close friend was Reed Callister, bishop of the Glendale West Ward of the LDS Church. One day, out of sympathy for the bishop, whose young daughter had just died, Barrett gave Callister a present of a thousand dollars. Callister replied, “That’s great. It will pay for a scholarship at BYU for a girl who wants to go there.” Barrett wanted to know what BYU was. When the bishop told him, he said, “I have been planning to leave my estate to another education institution for scholarships. Would the BYU be interested?” Callister phoned Wilkinson, who made a hurried trip to Los Angeles to meet Barrett, and after some negotiations in which Bishop Callister and Ben Lewis played major roles, Barrett transferred almost all of his properties to BYU. The school built some light industry buildings for lease on one of the properties in Northridge and a market and stores in Woodland Hills. These have already paid for themselves. Other properties which are producing a substantial income each year for scholarships are being sold over an extended period of time. All of the properties given by Barrett have a value in excess of \$3,000,000. The profit from the income-producing properties and the capital from the property sold are being used for scholarships at BYU.<sup>86</sup>

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84. Ibid., 2 September 1959.

85. First Presidency to Ernest L. Wilkinson, 21 October 1959. Wilkinson Presidential Papers. President J. Reuben Clark, Jr., had suggested this to Jackling.

86. Callister has been instrumental in bringing other gifts to BYU. At one

Since Barrett's donation, other non-Mormon donors have been impressed with the achievements, purpose, and standards of BYU. A large percentage of gifts in the form of properties have come to BYU from persons not identified with the Church. They liked the administrative policy of the institution and in particular the moral and religious standards of the students.

Possibly the largest gift to date has been that of Guy Anderson of Safford, Arizona, of mining properties in the Morenci area in Arizona. In 1958, Anderson, a member of the Church, a lawyer, and an affluent, independent mining speculator, informed President Clark that he was contemplating giving the University a large parcel of land containing copper deposits. On being informed of this contemplated gift, Wilkinson, by appointment, went to Anderson's home in Safford, Arizona, to meet with him. True to the best Mormon traditions, Anderson had his wife and their children present. At this family gathering the father told them he contemplated giving half interest in certain mining properties to BYU but did not want to do so without the consent of the family.<sup>87</sup> President Wilkinson later commented that this was one of the most spiritual evenings he ever experienced. The gift was made, and in 1974, the entire property was sold to Phelps-Dodge Corporation for many millions of dollars. If not the largest, this is one of the largest gifts ever made to an educational institution in Utah.

Other large donations came to BYU from corporations,

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time, thirty-two youngsters from his ward were attending BYU, many of them on funds given by Callister or obtained by him from his friends. He has been one of the school's greatest boosters.

87. One-by-one, his wife, Elizabeth, and each of the children spoke enthusiastically in favor of the gift. All of the six children — Ann Anderson Jones of Phoenix, Arizona; Jeanne Anderson Wilson of Tucson, Arizona; Sue Marie Anderson Young of Richfield, Utah; John H. Anderson of Claremont, California; George G. Anderson of El Paso, Texas; and Mark L. Anderson of Safford, Arizona, still a student at BYU — have been students at BYU. Anderson retained one-fourth interest in the property himself; the other one-fourth interest was owned by Alfred Claridge.



individuals, and families during the early 1960s. For instance, the Mathesius Music Endowment was established by Walter Mathesius, former head of the local Geneva division of U. S. Steel Corporation, and his wife, Ebba. The Edwin S. Hinckley Scholarship Fund of \$100,000 was established by Robert H. Hinckley and his brothers in honor of their father, who was in the presidency of BYU during the Brimhall Administration. Subsequent additions to this fund have increased its value to more than \$500,000. Recently, Robert Hinckley made another substantial gift of 2,500 shares of American Broadcasting Company stock worth \$55,000 in honor of his wife, Abrelia Clarissa Seely Hinckley, after her death. Both had been students at BYU. This fund is to be used for scholarships for women students.

### **The Office of University Development**

When the Board of Trustees decided that a properly organized and directed program would not interfere with the payment of tithing and the functioning of other Church programs, it authorized another fund-raising venture at BYU which became known as the Development Program. The experience gleaned from the Destiny Fund, coupled with increased vision and a mounting need for soliciting funds from outside sources, contributed to the success of this new program. Without a director, fund raising had foundered for many months. The man most responsible for keeping alive whatever initiative remained from the defunct Destiny Fund and for prodding the administration into activity was Raymond E. Beckham, executive secretary of the Alumni Association. Beckham was an innovator and a driver who was impatiently frustrated with delays.

On 26 March 1964, Acting President Earl C. Crockett received approval to appoint Beckham acting director of the new BYU Development Fund. Beckham was also to continue as executive secretary of the Alumni Association.<sup>88</sup> Because of the reluctance of the acting presidency of BYU to enact

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88. BYU Executive Committee Minutes, 26 March 1964.

large-scale programs, Beckham planned more than he was immediately able to perform. But when Wilkinson returned from his senatorial defeat, the Development Fund began to roll.

In a significant chain of memos from the acting director to President Wilkinson in the spring and summer of 1965, Beckham outlined the objectives he believed were needed to make the Development Program a success. First, the effort at raising money had to be concentrated outside the Church membership and on a national level. Waite and the Destiny Fund had worked primarily within the Church and had seldom tapped the resources of big business, wealthy philanthropists, and foundations. Beckham urged the immediate employment of outside specialists in setting up a long-range development program and called for more full-time men to work in the fund-raising office. He also saw the need of having a permanent director chosen at once in order to "raise the standard of this office to the place where it should be."<sup>89</sup>

That same summer, Wilkinson persuaded the Board of Trustees to recognize the need to reactivate the fund-raising program on a large scale. The Board, naturally anxious to find acceptable means of attracting legitimate outside sources to help bear the costs of operating an expanding university, readily approved the proposals that the program be reactivated, that professional consultants be employed to assist with the program, and that an advisory committee consisting of Elders Ezra Taft Benson, Delbert L. Stapley, Howard W. Hunter, and Marion D. Hanks be appointed from the Board to give direction, suggestions, and immediate attention to the cause.<sup>90</sup> This committee and the BYU administration all agreed that a man of national prominence was required to be chairman of the fund drive to give it the image to implement a successful program. David M. Kennedy, chairman of the board of directors and chief executive officer of Continental Illinois National Bank and Trust Company of Chicago, with a

89. Raymond E. Beckham to Ernest L. Wilkinson, 1 July 1965, Wilkinson Presidential Papers.

90. BYU Executive Committee Minutes, 24 June 1965, BYU Archives.





David Kennedy receiving the Exemplary Manhood Award from Associated Men Students of BYU. Kennedy was the first president of BYU's Development Fund Council.

national reputation in business and banking, who had been a member of the Chicago Stake Presidency and whose four daughters had all been students at the BYU, was suggested as “the very best man” to head the drive.<sup>91</sup>

Two weeks later, with the approval of the First Presidency, President N. Eldon Tanner approached Kennedy on the matter. By 26 August 1965 the advisory committee reported to the Board of Trustees “that Brother Kennedy had accepted the invitation to serve.”<sup>92</sup> Beckham entered into correspondence with Kennedy as soon as the latter had been approached on the matter. The acting director envisioned that funds and properties would come primarily from deferred gifts (chiefly real estate) and foundations, with the remainder coming from corporations, friends, and alumni. He further recommended the development of a “Brigham Young University Development Council,” consisting of men and women “from all geographical areas of the nation and Canada,” to meet semiannually at general conference time. He felt that an executive committee should be established to meet monthly.<sup>93</sup> Beckham’s recommendations were approved. By December 1965 the executive committee was established with the following prominent men serving as volunteer chairmen of specific committees: O. Leslie Stone, Alumni Committee; J. Willard Marriott, Friends Committee; Ralph J. Hill, Nonalumni Parents Committee; Kline D. Strong, Deferred Gifts Committee; Morris Wright, Foundations Committee; Royden Derrick, Business and Industry Committee; and Guy Anderson, Mineral Development Committee.<sup>94</sup> Additions to the full-time Development Office staff during the latter half of 1965 included Donald T. Nelson, Rex Hardy, and Kenneth Porter.

Membership in the entire Development Council was enlarged to include prominent LDS and non-LDS people in

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91. Diary of Ernest L. Wilkinson, 3 July 1965. Kennedy had been a student of President Wilkinson when the latter was on the faculty of Weber College.

92. BYU Executive Committee Minutes, 26 August 1965.

93. Raymond E. Beckham to David M. Kennedy, 9 August 1965, Wilkinson Presidential Papers.

94. BYU Executive Committee Minutes, 16 December 1965.



areas such as Arizona, California, Colorado, the District of Columbia, Florida, Idaho, Illinois, Louisiana, Massachusetts, Michigan, Missouri, and other states. Prominent names such as James A. Cullimore of Oklahoma, George Romney of Michigan, Lee Bickmore of New Jersey, Edward M. Grimm of the Philippines, N. Eldon Tanner of Salt Lake City (originally from Alberta, Canada), and others were asked to serve as volunteer assistants to channel money into the program. This national group was divided into twelve regions, with each region directed by a chairman responsible for the work in his area. To head the local staff, Ray Beckham was appointed permanent director of University Development in January 1966.<sup>95</sup> With this foundation laid and with competent men and women serving as advisers and assistants, the business of raising funds began in earnest.

The BYU drive for funds was no unique phenomenon. As *Time* magazine explained in June 1967,

Virtually every college in the U. S. is now embarked on a massive fund drive — and most of them are succeeding beyond their wildest hopes in getting friends, alumni and business corporations to give, and give generously. The trouble is, most drives are aimed at expanding facilities and adding new faculty, which adds to operating costs. And as the fund drive becomes a permanent rather than a periodic process, the necessary go-and-get-it zeal will become ever harder to sustain.<sup>96</sup>

To compete effectively, fund raisers emphasized the uniqueness of BYU. They mentioned the emphasis on improved scholarship. They also stressed the school's distinctive religious and moral atmosphere, free from activism, disorder, and rebellion. The Development Office organized expert investment committees to manage incoming funds.<sup>97</sup>

The drive was launched on several fronts; businesses, foundations, wealthy philanthropists, and landowners were approached by men and women on the development commit-

95. BYU Board of Trustees Minutes, 19 January 1966.

96. "Universities: Anxiety behind the Facade," *Time*, 23 June 1967, p. 79.

97. Diary of Ernest L. Wilkinson, 18 June 1966.

tees who knew them. Although Church membership was not specifically emphasized, the First Presidency sent a letter in 1966 to all stake presidents. Similar to the Destiny Fund letter, it said:

These brethren [members of the Development Council] soon will begin their activities throughout [the] united States and Canada and we shall appreciate any help and encouragement you can give them. . . . These brethren may wish to use various members of the Church in your areas on their committees for gathering information on contacting certain individuals or institutions.<sup>98</sup>

In some respects, the drive was quite successful — the gifts received exceeded many times the amount received in the Destiny Fund Drive — but BYU was still unable to tap the largest philanthropic foundations established for charitable giving. Of the funds the University received, approximately seventy-five percent came in the form of deferred gifts such as real estate and stocks.<sup>99</sup> Over fifty percent of all contributions came from nonmembers of the Church.<sup>100</sup> Large businesses, such as IBM and General Electric, donated substantial sums. Because of the large percentage of deferred gifts, which cannot be evaluated until they are sold, and the uncertainties of the real estate market, the University has felt it unwise to estimate the value of the property received. Nonetheless, by 1969 the types and percentages of contributions were as follows:

Real Estate	74.7%
Cash	12.6
Marketable Securities	11.1
Art Objects	1.0
Miscellaneous	0.6

98. First Presidency to all stake presidents, 21 October 1966, Wilkinson Presidential Papers.

99. A deferred gift generally consists of the conveyance of property to the school in exchange for which the school agrees to pay the donors an annual income until the death of the donor or donors. At the death of the donor, the gift becomes the property of the school.

100. BYU Board of Trustees Minutes, 4 February 1970.



One example of a deferred gift was the acquisition in 1967 from Ray and Nellie Reeves of 1,040 acres in San Clemente, California, from which it was anticipated that the University, after paying life incomes to certain of the donors' relatives, would realize millions of dollars. Not members of the Church, Ray and Nellie Reeves had visited BYU and had been impressed with the standards of the institution, in particular the decorum and caliber of the students. Unfortunately, after the consummation of this transaction there was a sharp decline in the value of property in this area, and since the University did not have funds to develop the property, it was transferred to the Church for administration and ultimate disposition.<sup>101</sup>

In 1968 the University entered into agreements of a commercial nature with Mr. and Mrs. Clint Smith of Fort Worth, Texas, and Mr. and Mrs. Frank Widener of Solana Beach, California, all of whom were non-LDS; under these agreements the donors conveyed large acreages of land (Smith in Texas and Widener in Arizona) to the University for future development. On the basis of appraisals, it was contemplated that these lands would yield large dividends to the University. Because of depressed real estate values these properties have not been sold, and they are now being managed by Deseret Trust Company, the agency of the Church which handles properties conveyed in trust.

During this period the University, like other universities, accepted a number of gifts of unproductive properties transferable at the death of the donors. In the meantime the school assumed the obligation of paying taxes, mortgage payments in some instances, and in other instances annual income payments to the donors. These commitments, coupled with the falling real estate market, placed the school in a critical cash position and resulted in the adoption of more stringent gift policies. Fortunately, the school has now worked itself out of this crisis.

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101. After the above transaction, Dr. and Mrs. Reeves joined the LDS Church and established another trust for BYU-Hawaii campus. They also made a large gift to the J. Reuben Clark Law School.

During this period, members of the Church also made important contributions. Wayne E. and Vera Hinckley Mayhew of Berkeley, California, entered into a trust agreement creating the Mayhew Endowment Fund, under which funds to be derived from the income and sale of valuable property in California were to be used to encourage improved student literary skills in short story and essay writing, poetry, and playwriting by providing cash award contests.<sup>102</sup> Since their inception, these contests have provided excellent incentive for both students and faculty to exercise their finest literary talents.

In 1968, Charles Redd, a wealthy Southern Utah cattleman with a great love for the history of the opening and development of the West, committed himself to a gift of approximately \$500,000 to establish a center of Western American History at BYU to be headed by Leonard J. Arrington, a leading economic historian in the Intermountain States. This chair was named after Lemuel Hardison Redd, Jr., the father of Charles Redd. The Redd Center has proven to be a boon to recent historical researchers of both Western American and Mormon history.<sup>103</sup>

In addition to the endowments given by private individuals for specific purposes, another kind of donation came in the form of grants from foundations for the furtherance of specific academic objectives. In the summer of 1968 the Michigan-based Charles Stewart Mott Foundation chose BYU as a regional center for the training of leaders in school-community recreational programs in Western America. Under the plan, BYU disseminates information about community education and assists school districts to implement or expand programs and train directors and coordinators. The initial grant was \$65,000, but by 1971 the total amount received had increased to nearly \$350,000.<sup>104</sup> The Mott Foun-

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102. Wayne E. Mayhew to Bruce B. Clark, 18 February 1967, Wilkinson Presidential Papers.

103. BYU Board of Trustees Minutes, 5 June 1968.

104. "BYU Receives \$100,000 From the Mott Foundation," *Provo Daily Herald*, 17 June 1971.



dation continues to make substantial financial contributions to the University.

A significant contribution to BYU's scholarly productivity was made by the Charles E. Merrill Trust. Merrill, who in 1914 founded the firm that eventually became Merrill, Lynch, Pierce, Fenner, and Smith, formulated the trust in 1953, three years before his death at the age of seventy. He designated \$5.5 million of his estate to be used for the benefit of colleges and universities, religious institutions, and hospitals. Through the kind efforts of Mr. Merrill's son-in-law, Robert A. Magowan, chairman of the board of Safeway Stores in Oakland, California, the Merrill Trust gave \$25,000 in 1964 to the College of Humanities and Social Sciences at Brigham Young University, to be used for the support of scholarly efforts of faculty members. This gift has made possible the publication, since 1967, of a series of scholarly, creative, and critical studies written by members of the faculties of the colleges of Humanities and Social Sciences. The chairmen and faculties of the college, under the leadership of Acting Dean Ralph A. Britsch, decided that interest from the fund should be used to support faculty publications. In the spring of 1965 the Merrill Monograph Series was initiated, and a committee consisting of Ralph A. Britsch, Jesse Reeder, and Max Rogers was appointed to promote the series and select suitable manuscripts of monograph length for publication by BYU Press. The first number in the series was *The Long Hot Summer of 1912*, episodes in the flight of the Mormon colonists from Mexico, by Professor Karl Young of the English Department. The second, *Highlights in Mormon Political History*, by J. Keith Melville of the Political Science Department, explored Mormon involvement in politics in Missouri and the Utah Territory in the mid-nineteenth century. Several critical studies of European and English literature followed, with Thomas H. Brown (French), Harold K. Moon (Spanish), and Marden J. Clark (English) as authors. Louis C. Midgley of the Political Science faculty contributed to the series a consideration of Barth, Tillich, and others as moral and political philosophers. A study of political leadership in Brazil was

made by F. LaMond Tullis of the Political Science faculty in his *Modernization in Brazil* (1973); and *Madison Avenue Goes to War* (1975), by Frank W. Fox of the History Department, explored American advertising during World War II. The various numbers of the series have been widely circulated through sales distribution and the national Library Gifts and Exchange program, and they have received critical acclaim both from scholars and from general readers.

In 1968, United States Steel Corporation furnished steel for the new stadium, and in 1970 the corporation gave the University a large acreage of land between Provo and Springville.<sup>105</sup>

In early January 1969, David Kennedy, who had been appointed secretary of the treasury by President Nixon, stepped down from his position as chairman of the BYU Development Fund to be replaced by Glenn E. Nielson. Not long afterwards, Raymond E. Beckham was released as director of the Development Office to pursue doctoral studies in communications at the University of Southern Illinois. David B. Haight, assistant to President Wilkinson and future LDS apostle, became director of the Development Office.<sup>106</sup> Nielson, the new chairman of development, was the founder and chief executive officer of Husky Oil Company, which had been a phenomenal success. He was also president of the Big Horn Stake in Wyoming. Like David Kennedy, Nielson's children had been students at BYU. Haight, who had been president of the Palo Alto Stake and later of the Scottish Mission, was also successful in business in Palo Alto. He was named assistant to President Wilkinson in the fall of 1966.

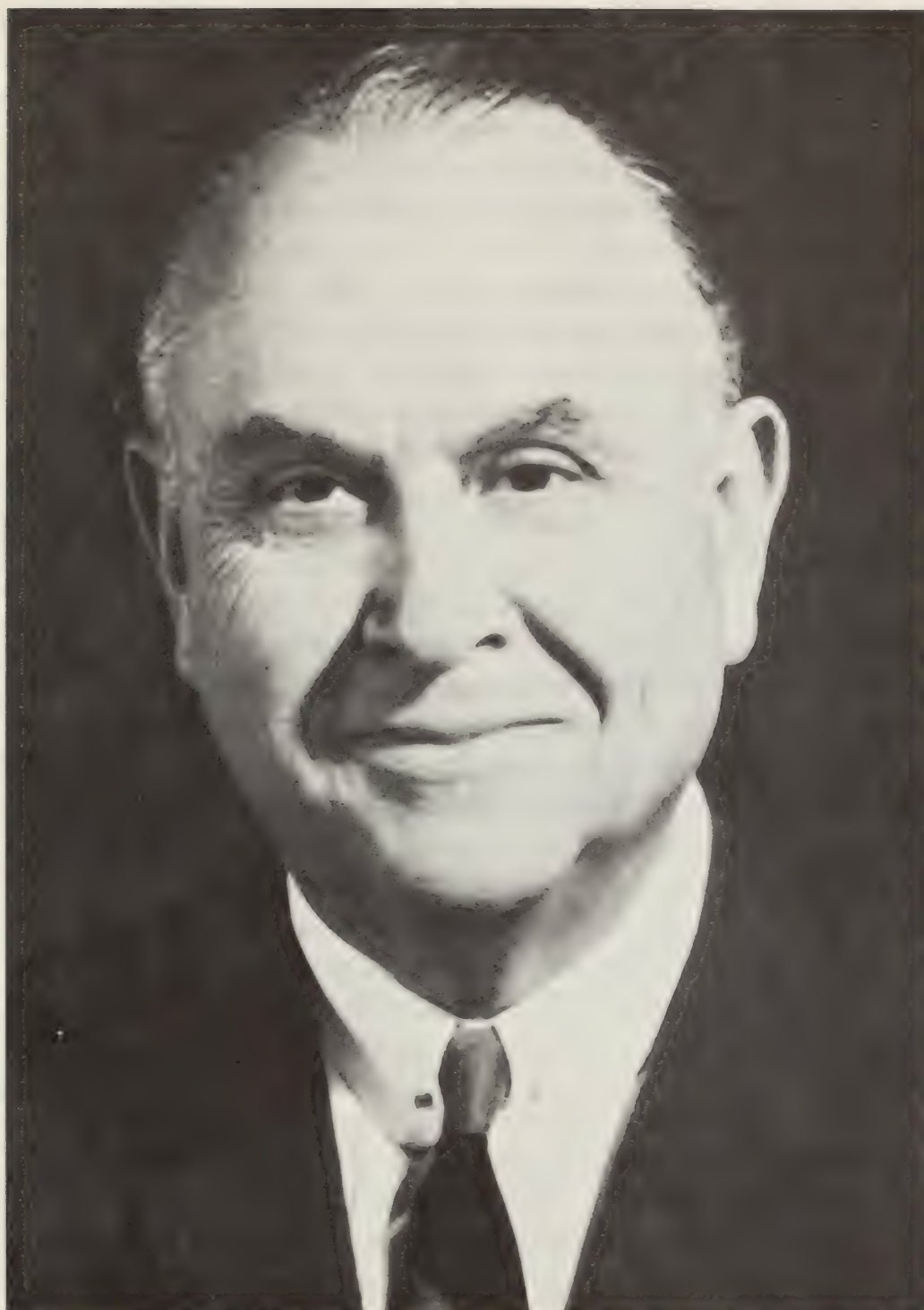
The Development Office continued to enjoy success under its new leadership. In 1969 the Kresge Foundation (established by S. S. Kresge in 1924) of Detroit donated \$50,000 toward the construction of the Widtsoe Life Sciences Building.<sup>107</sup> Later that same year the Donner Foundation approved a grant of \$85,000 to assist BYU's Indian

105. See chapter 36 for a more complete discussion of the Iron-ton property.

106. BYU Board of Trustees Minutes, 9 April 1969.

107. "Kresge Foundation Gives \$50,000 Gift," *BYU Daily Universe*, 19 June 1969.





David B. Haight, assistant to President Wilkinson and, for a time, director of the Development Office. Haight later was called to be a General Authority of the LDS Church.

program.<sup>108</sup> A second grant donated for the benefit of the Indian program resulted from a 1970 decision by the Charles F. Merrill Trust to convey \$50,000 to BYU for the Indian Agriculture Home Management Program.<sup>109</sup> These foundation gifts for specific academic uses, like those from private individuals, have added much to academic opportunities at the University.

BYU received a number of large gifts during the latter years of the Wilkinson Administration. In 1969, Elwood, Douglas, Lynne, Junius, and Golden Driggs of Arizona and Utah made a commitment to establish the Driggs Chair of Financing and Banking in the College of Business. Along with their father, the late Don C. Driggs, the Driggs brothers had established the Western Savings and Loan Association, which had become the largest savings and loan association in Arizona.<sup>110</sup> Douglas had been president of the Northwestern States Mission, Junius had been a stake president in Arizona and is now president of the Arizona Temple, and Golden later became president of the Gulf States Mission and now works in the Provo Temple. Douglas's son John was mayor for two years of Phoenix. All of the Driggs brothers were faithful members of the Church. Dr. William F. Edwards, after being away from the University for fourteen years, returned as the first appointee to the Driggs Chair. Like the Redd Chair, this endowment will further the cause of research and has helped the graduate program. Edwards retired from his chair in 1974, but has continued at his own choice as a very effective part-time teacher.

J. Fish and Lillian F. Smith provided a generous gift to the University which made it possible to establish an endowed chair of economics in 1970. Mr. Smith, a descendant of pioneer families from Snowflake, Arizona, attended Brigham

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108. David B. Haight to Ernest L. Wilkinson, 22 October 1969, Wilkinson Presidential Papers.

109. Ernest L. Wilkinson to the Charles E. Merrill Trust, 15 January 1971, Wilkinson Presidential Papers.

110. "Brothers Give Y Over Half Million," *BYU Daily Universe*, 10 November 1969.



Young High School and Brigham Young University before receiving his bachelor of science degree from Utah State Agricultural College. He later received his master of science degree from Texas A&M University in agricultural economics. He began his career as an educator, during which time he met his wife, Lillian Fountain, while both were teaching in St. David, Arizona. He later moved his family to Salt Lake City, and, in 1931, in the midst of the depression, entered business. He was the founder and current director of Sunmark Companies, a corporation headquartered in St. Louis, Missouri, which manufactures and markets candies and snack foods throughout North America and many foreign countries. Like a number of the early Mormon pioneers, he acquired his wealth by frugal management and hard work and hoped that those associated with the chair he established would teach their students the principles of Mormon economics. Mrs. Smith is a native of Alamosa, Colorado, where she received her early schooling. She later received her bachelor's degree from Colorado State University. The Smiths have been very active in civic organizations, and Mrs. Smith has served as a Deacon in the Wasatch Presbyterian Church.

The J. Fish Smith and Lillian F. Smith Endowed Chair of Economics has been used to bring nationally prominent professional economists to Brigham Young University on a rotating basis. These men have included George J. Stigler of the University of Chicago, James M. Buchanan of Virginia Polytechnical Institute and State University, Robert L. Basmann of Texas A & M University, Armen A. Alchian of the University of California at Los Angeles, Robert W. Fogel of the University of Chicago, Alan H. Meltzer of Carnegie-Mellon University, and Milton Friedman of the University of Chicago. Among those who will come in the future are Akira Takayama of Purdue University and Charles P. Kindleberger of Massachusetts Institute of Technology. The J. Fish Smith and Lillian F. Smith Endowed Chair has helped bring national recognition to the Economics Department of Brigham Young University.

In 1970, Kenneth DeVos and his wife, Lillian DeVos, of Las Vegas, Nevada, executed a revocable trust under which valuable property was given to BYU. DeVos began his career in the apartment and hotel business in Detroit, moved to Las Vegas in 1953, and prospered in the real estate and securities investment business. Neither DeVos nor his wife was a member of the LDS Church, but they became friendly to BYU through the efforts of his secretary, Mrs. Mildred Pierpont Cotner, a 1941 graduate of BYU. Both DeVos and his wife died in 1974, and the University received a substantial amount from their bequest.

Beginning in 1970 and continuing into 1974 in the Oaks Administration, David Jordan Rust of Palo Alto, California, gave in excess of one-half million dollars to BYU. His father, David Dexter Rust, was born in Payson, and his mother, Ruth Wooley Rust, was born in St. George. David Dexter Rust attended Brigham Young Academy from 1894 to 1902 and later studied at Stanford University. David Jordan Rust, the donor, lived in Kanab in his early days, attended BYU in 1927, and fondly remembers Herald R. Clark. He later graduated from Stanford University. Rust is president of Ryloc Company in Union City, California, and California Cedar Products Company in Stockton.

In 1970 and again in 1972, Mr. and Mrs. J. Murray Rawson made substantial gifts to BYU, totaling nearly one million dollars. A descendant of pioneers who came to Utah as a part of the Martin Hancock Company, Rawson and his wife have four children, all of whom attended BYU. They raised three other children who have attended or will attend BYU. Along with John W. Boud, Rawson was a cofounder of Fashion Fabrics. He served as vice-president and director for approximately fifteen years, when he was given a leave of absence to be president of the Florida Mission. He later was president of the Mission Home in Salt Lake City.

John William Boud of Salt Lake City, president of Boud Investment Company and chairman of the board and chief executive officer of Fashion Fabrics Company, also made a large gift during the Oaks Administration. Boud, a lawyer,



and his wife, Sharon, have ten children, four of whom have attended BYU. He is currently in the presidency of the Salt Lake City Cottonwood Stake, has been active in BYU athletic developments, and served as BYU Soccer Club president. He accompanied the soccer team on its most recent trip to Italy, paying all expenses. As this history is being written, he has been called to be president of the Pennsylvania-Harrisburg Mission.

In 1970, Mr. and Mrs. Louis Meitus entered a trust arrangement by which 1,386 acres of land near Santa Monica, California, were conveyed to BYU in exchange for annual payments during their lives. Said Mr. Meitus, "I am of the Jewish faith, but BYU has a worldwide program of exceptional academic merit, and my interests are with every faith and especially in helping young people."<sup>111</sup>

The most important contribution to the Marriott Center was the gift of J. Willard Marriott and his wife, Alice Sheets Marriott. For some years prior to 1971, Ben E. Lewis (a former Marriott executive and a close friend) had discussed with the Marriotts the expanding BYU physical plant. Marriott and his wife, both supporters of BYU and the University of Utah, were specifically interested in the idea of an activities center. That interest was translated into a gift of Marriott Corporation stock which, when sold in April 1971, provided a substantial part of the financing of the Marriott Center, which seats 23,000 people.<sup>112</sup> Marriott went to Washington, D. C., in 1927, after graduating from the University of Utah, to open a chain of A & W Root Beer stands. Root beer was salable in the summer, but not the winter, so when fall came Bill and Allie opened the first Hot Shoppe, selling A & W Root Beer, barbecues, chile con carne, and hot tamales. This business venture was successful from the beginning because of the competent management and industry of the Marriotts. Over the intervening forty-nine years the business has grown to include cafeterias, restaurants, airplane food services, fast food oper-

111. "Land Gift Given Y," *BYU Daily Universe*, 7 April 1970.

112. Ben E. Lewis to Ernest L. Wilkinson, 28 June 1971, Wilkinson Presidential Papers.

ations, sandwich and ice cream shops, forty-four first-class hotels in the United States and abroad, and a steamship company in Southern Europe, with four large cruise ships. The Marriott Corporation and its affiliates now have a gross income approaching \$800 million per year. In April 1976 the corporation opened a large Disneylandlike recreation center in Santa Clara, California, and has opened another in Illinois. The company has over 700 operations and owns and controls most of 600 Big Boy restaurant franchises.

During all the time they were building this industrial empire, the Marriotts remained very active members of the LDS Church. From 1948 to 1957 Marriott was president of the Washington Stake. Alice Marriott has keen business judgment and has been of inestimable value as a constant adviser in charge of decorations for the whole company. She is a vice-president and a member of the Marriott board. For sixteen years she was Republican National Committeewoman for the District of Columbia, Vice-chairman of the Republican National Committee, and treasurer of the National Republican Conventions in 1964, 1968, and 1972. Mr. Marriott continues as chairman of the board of the Marriott Corporation; his son, J. Willard Marriott, Jr., is now president of the corporation and bishop of the Chevy Chase Ward of the LDS Church. His other son, Richard, is vice-president of the corporation in charge of expansion and the architectural and engineering division of the company. He is active in the LDS Church as president of the elders' quorum of the Chevy Chase Ward.

Among others during the Oaks Administration, a major gift was given by Wilford W. Clyde, a prominent contractor of Springville, Utah. The fund was named after his two wives, who were sisters. The first wife died of cancer, and her sister came to help raise her four children. Wilford then married her and they had two children. The first wife's name was Henrietta Palfreyman Clyde, and the second wife was Jennie Aileen Palfreyman Clyde. Both of the wives were students at BYU, and the entire Clyde family have been devoted supporters of BYU.

Significantly, each of the large donors to BYU began in



humble circumstances and accumulated his wealth by hard work and not by inheritance, demonstrating that there is still opportunity in America.

In addition to these large gifts, a steady flow of other private donations has continued since the Development program began. Some came in the form of special art collections, others as cash, smaller property acreages, and miscellaneous properties. Such donations have continued to be made and in much greater quantity during the Oaks Administration, many representing real sacrifices on the part of the donors. One elderly couple in humble circumstances chose to contribute to BYU rather than to purchase a color television set.

David Haight was appointed an Assistant to the Council of the Twelve in April 1970,<sup>113</sup> necessitating his resignation as director of the Development Program. He was succeeded by Richard C. Stratford, who had been a partner in the Los Angeles office of Touche-Ross and Company, a large firm of public accountants. With the appointment of Neal A. Maxwell as commissioner of education for all Church schools and the simultaneous effort to coordinate all branches of Church education under one head, the BYU Development Fund Program was changed in 1971 to The Development Office—The Church of Jesus Christ of Latter-day Saints. The objective of the program is to obtain contributions of money and other property for BYU and “all other educational units of the Church Educational System.” It continues to operate on the BYU campus under the direction of Ben E. Lewis. Donald T. Nelson is director of the Development Office, which now supervises fund-raising activities for the entire Church. A Development Committee has been established which reviews all gifts before final acceptance.<sup>114</sup> Those constituting the Development Committee are Ben E. Lewis, J. Alan Blodgett,

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113. In February 1976 he was appointed a member of the Council of the Twelve Apostles.

114. “Memorandum Governing Operation of the Development Program for the Church Educational System,” 13 March 1971, Wilkinson Presidential Papers. *See* volume 4, chapter 53, for information on the activities of The Development Office since 1971.



W. Noble Waite, chairman of BYU's  
Destiny Fund Drive in the 1950s  
and 1960s.



Sidney Horman, Harold Western, and Harvey Glade. Each year the value of gifts received has exceeded the prior year's sums by a substantial amount.

Except for those specifying a particular purpose, gifts to BYU are generally placed in the endowment fund of the University with the hope that, like the endowment funds of other large private universities, it may become large enough to materially assist the Church in the maintenance of the University. The more than 150,000 alumni of BYU, most of whom are just beginning their business and professional careers (over eighty percent have become alumni since the beginning of the Wilkinson Administration) are expected to be fruitful sources of gifts to the University in the future.

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## A City on Temple Hill

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BYU comprises much more than academic facilities. With facilities for living, working, eating, playing, and worshipping, it is practically a self-contained metropolitan center, suggesting the title "A City on Temple Hill."

The diversity and magnitude of the nonacademic functions on the Provo campus of nearly 30,000 people, including students, faculty, staff, and language training missionaries, is apparent from the fact that the University serves an average of more than 25,000 meals a day; provides from its own farm 14,000 pounds (1,882 gallons) of milk and substantial quantities of fruit and vegetables daily to assist the food services; provides on-campus housing for 5,708 students and several hundred missionaries; approves off-campus housing for 15,977 students (as of January 1975); employs over 6,000 students part time and more than 3,000 people full time; operates one of the largest private branch telephone exchanges (PBX) west of the Mississippi; operates a bookstore which is seventh in volume size of all university bookstores in America; publishes a college newspaper which ranks eighth in circulation among college newspapers in the United States and the fifth among all newspapers in the State of Utah; maintains a University Press which has one of the larger

university printing plants in the nation; provides a diversified program of recreational activities for its students; operates one of the few university motion picture studios in the country; provides a program of cultural arts for students and friends of the University which in some years has attracted a larger attendance than all athletic contests combined; maintains one of the largest intramural athletic programs in the country; has one of the largest university art collections in America; operates its own laundries and dry cleaning facilities; provides parking spaces for 12,124 automobiles; makes an economic contribution to the State of Utah of at least \$100 million a year; and operates an ecclesiastical system of twelve stakes and 120 branches (congregations) of the LDS Church. Most of these services, and many others not mentioned, are provided at cost or are furnished as a part of student tuition.

### **An Overview of Auxiliary Services**

Early in his administration, Wilkinson realized that auxiliary services should be organized into a cohesive unit and placed under the direction of someone with business experience. He courted Ben E. Lewis, who, after two years of persuasion by President Wilkinson, was lured from a top position with Marriott Enterprises, where he had been assured of financial security and business prestige, to accept the position as associate treasurer of BYU at a modest salary. Lewis, a former BYU student body president, later rejected several lucrative offers in other business enterprises; he preferred to serve his alma mater.<sup>1</sup> Because of his extraordinary competence, indefatigable work, and dedication to the destiny of the University, Lewis was made vice-president for business affairs on 1 February 1961 and executive vice-president on 19 January 1969. Many of the enterprises discussed in this chapter were brought into existence under his leadership.

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1. In addition to his work at the University, Lewis served for sixteen years as president of the Sharon East Stake. He has been a regional representative of the Twelve in charge of two regions in California since 1972.





Ben E. Lewis, executive vice-president of BYU. Lewis has been largely responsible for the smooth operation of Auxiliary Services.

Most of the auxiliary units under Ben E. Lewis's direction are revenue-producing; the others are financed through budgetary appropriations from the Board of Trustees. When Lewis came to campus in 1953, income-producing units included housing, food services, farms, stores, and the laundry. Budgetary units included purchasing, receiving, mail services, and the post office.<sup>2</sup> As the school grew in size and complexity, new auxiliary units were added, including the creamery (Dairy Products Laboratory), photo studio, university press, motion picture studio, Spanish Fork farm, student center, Rolling Hills Orchards in Idaho, proposed junior college sites (which were used as farm operations while awaiting development), broadcast services, audio-visual communications, United States Post Office, rental properties, and property management of homes purchased by the school and used as rental units until needed by the University for other purposes.

During the Wilkinson Administration, gross income of all auxiliary operations increased nearly twenty-fivefold. In accordance with the policy of the institution to provide services to students approximately at cost, profit margins were modest.

By 1975, Auxiliary Services ranged across a large and diverse set of operations. Housing operations included all of the men's and women's single residency units (Heritage Halls, Helaman Halls, and Deseret Towers), married students' housing (Wymount Terrace and Wyview Park), and others. Food services included all dining halls, concessions, meat and bakery shops, and vending machines. Communication services, although separated from Auxiliary Services in 1965, were still budgeted through auxiliary enterprises and included radio and television educational media services, the Electronics Media Department, media research and evaluation, the Motion Picture Studio, photographic services, and others. The Dairy Products Laboratory was a mainstay. By 1971 the Spanish Fork farm operated in the black, with eleven farm-

2. Ben E. Lewis to Ernest L. Wilkinson, 7 August 1963, Wilkinson Presidential Papers.



houses and various cattle and grain operations. The Student Health Center came under Auxiliary Services, as did the Ernest L. Wilkinson Center and the motor pool. The BYU Laundry was divided in 1966 to include a physical education laundry in the Richards Physical Education Building. During the late 1960s, the University Press, the computer center, stores, student publications, and instructional research and development all came under the budgetary jurisdiction of Auxiliary Services. However, areas like the press, the computer center, and communication services were administered on a separate basis.

### **Food Services**

During the first five months of President Wilkinson's administration he received more complaints about the quality of Food Services than about any other aspect of the University, and yet it operated at a loss. He immediately began to persuade Ben E. Lewis to become an official of BYU to remedy the situation. Lewis finally responded to the urging and joined the staff. After he arrived he persuaded Wells P. Cloward and his wife, Myrla, to accept the management of Food Services. The Clowards had enjoyed years of success in the restaurant business in Payson and Provo. This talented couple and their coworkers improved services, expanded facilities, and transformed a deficit operation into a modestly profitable concern. Between 1951 and 1974 the volume of business increased approximately fiftyfold, meaning that the modest profit represented a substantial amount of money.

In the early 1950s, eating facilities were located in Allen Hall, Knight-Mangum Hall, Amanda Knight Hall, and Wymount Village, along with the Joseph Smith Building Cafeteria, which was the main cafeteria on campus. In 1953 the Joseph Smith Building Cafeteria was expanded with the addition of the Cougar Eat snack bar in the basement of the building. Even so, the combined eating facilities in that building included only 150 seats.<sup>3</sup> Improved facilities were added

3. "Cougar Eatery Provides Complete Snack Service," *BYU Universe*, 3 February 1953.

through the years with the opening of the Cannon Center in the Helaman Halls complex, the Morris Center at Deseret Towers, and the Wilkinson Center Cafeteria. Together, these facilities accommodate thousands of students at one time.

Despite occasional complaints about small servings and institutionalized cooking, food services at BYU have been excellent in terms of quality, service, and price. In 1958 and again in 1965, *Institution Magazine* honored BYU for excellence of service, design, layout, sanitation, and quality of food services. In 1968 and in 1971 the School of College Food Management presented BYU Food Services with the "Award of Excellence" for meeting several criteria of excellence in the field of college food operations. BYU Food Services also provides hundreds of part-time jobs for students.

### **The Provo Farm**

The University farm operations began as a part of the departments of Agronomy, Animal Husbandry, and Horticulture, but they have so grown that, in addition to providing for the academic training of students, they are now a large source of food supplies for the University.

The University has operated a dairy farm since 1946. In its early years, the farm was operated by the departments of Agronomy and Animal Husbandry in the College of Applied Science. The original twenty-four-acre farm situated in the northern part of Provo provided students with training in the production and handling of poultry, beef, sheep, swine, and dairy animals. The operations of the dairy farm also included a creamery that processed milk for distribution, primarily to the University community.<sup>4</sup> In 1951 a poultry farm at 180 East 1325 North, Provo, was purchased as a result of encouragement from Dr. Lawrence Morris. Two years later the

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4. Ernest L. Wilkinson, "Seven Year Report of the President (1950-51 to 1956-57) of Brigham Young University and Four Year Report of the Administrator (1953-54 to 1956-57) of Other Areas of the Unified Church School System," Wilkinson Presidential Papers, p. 65.



project was moved to its present location at 2230 North Canyon Road.<sup>5</sup>

Shortly after the organization of BYU Auxiliary Services in 1954, the creamery was transferred from the jurisdiction of the academic departments to Auxiliary Services in order to fill more efficiently the needs of BYU Food Services. Though this move caused some friction with academic leaders, the operation has continued to be successful under Auxiliary Services management.

### **The Spanish Fork Farm**

After the organization of the College of Biological and Agricultural Sciences in 1954, deans Clarence Cottam, Raymond B. Farnsworth, and Merrill J. Hallam vigorously encouraged the Wilkinson Administration to provide more farm training opportunities for students, to increase farm acreage, and to make the study of agriculture and related areas at BYU academically respectable and fiscally profitable. In September 1956, Wilkinson asked Dean Raymond B. Farnsworth of the College of Biological and Agricultural Sciences "to take the lead . . . in finding out where we can obtain the best information as to large farms or ranches that are for sale in Utah."<sup>6</sup> Farnsworth reported two months later that, of eight possibilities, "The most suitable and desirable farm would be the Hunt-Pinegar area southeast of Spanish Fork and only fifteen miles from the campus."<sup>7</sup>

At approximately the same time, the 1956 accreditation team made its report, which was critical of the school's lack of laboratory farming facilities. The team's criticism was a strong incentive for expansion:

Land and herds and flocks of livestock are essentials of

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5. Ephraim Hatch and Karl Miller, "A History of the BYU Campus and Department of Physical Plant," 6:15.
  6. Ernest L. Wilkinson to Raymond B. Farnsworth, 4 September 1956, box 26, folder 6, Wilkinson Presidential Papers.
  7. Raymond B. Farnsworth to Ernest L. Wilkinson, 27 November 1956, Wilkinson Presidential Papers.

good training in agriculture. . . . Less than 40 acres of land are at present available. . . . Additional land is needed for growing feed and maintaining breeding herds and flocks. . . . At present instructional work with beef cattle, sheep, and swine is almost entirely dependent on farm herds in the area. While privately owned herds, flocks, orchards and crops should be used to the extent that they provide satisfactory instructional material, complete dependence on them is not satisfactory.<sup>8</sup>

The accreditation team inspected the Spanish Fork land and thought it well suited to the school's needs.<sup>9</sup> In fact, the members of the accreditation team verbally indicated that purchase of the land was a condition of accreditation.<sup>10</sup>

With this prodding by the accreditation committee and the agriculture faculty, Wilkinson sought the advice of William F. Edwards as to the commercial feasibility of purchasing the farm recommended by Farnsworth. Edwards concluded that the purchase was a "most favorable opportunity" and "a sound operation."<sup>11</sup> The school purchased the 440-acre farm and 160 acres of adjoining lands for \$393,000. The down payment was made through a \$75,000 gift from President Wilkinson during his first year in office. In addition to the purchase itself, money was required to improve the property, buy equipment, and make the farm productive. The school therefore obtained a loan from the Church of approximately \$380,000 at a low annual interest rate to add to the Wilkinson gift in order to provide initial funds for the purchase and improvement of the farm.<sup>12</sup> The original farm property was acquired in 1957, and other acreage was later added to the operation.

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8. Northwest Association of Secondary and Higher Schools, "Revaluation Report on Brigham Young University, November 1956," UA 311, box 6, BYU Archives, pp. 14-15.

9. *Ibid.*, p. 15.

10. Ben E. Lewis to Walter Holdaway, 8 April 1960, Wilkinson Presidential Papers.

11. William F. Edwards to Ernest L. Wilkinson, 15 February 1957, Wilkinson Presidential Papers.

12. Ben E. Lewis to Ernest L. Wilkinson, 21 April 1975, Wilkinson Presidential Papers.



From the beginning, the farm “was to be on a self-sustaining basis.”<sup>13</sup> Its income was to be used to pay off the Church loan. The college accepted this challenge and set about getting the farm into profitable operation. Managers and workers were hired, dairy herds increased, and an orchard planted. Unfortunately, the farm encountered problem after problem, some of which were inherent in the farm itself, while others were caused originally by poor management. The soil was not very good,<sup>14</sup> and irrigation water was sometimes inadequate during drought periods. During Farnsworth’s absence for three years and in an era of relatively unstable administration, progress was slow. Despite the obligation to pay off the loan out of profits from the farm, there was some feeling that the primary obligation was not to make money but to provide a laboratory of instruction where efficiency of operation was secondary to trial and error by students.

By 1959 funds had dried up, and Wilkinson found himself in the uncomfortable position of returning to the Board to ask for more money. He got the funds, assuring the Board that this money would put the farm on a self-supporting basis. Shortly afterward he was appalled to learn that, though the extra funds had been spent, the necessary dairy farm, corrals, and other facilities counted on to provide the major income until the horticulture area began operation, had not been constructed. Yet there was no way of getting an income without spending more money.<sup>15</sup> At this critical juncture the administration, as it had done in the case of Food Services and the creamery, decided to turn the farm over to Auxiliary Services “so as to provide a financial support and manage-

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13. Ben E. Lewis to Walter Holdaway, 8 April 1960, Wilkinson Presidential Papers.
  14. Ernest L. Wilkinson later confided to Dean Rudger H. Walker: “You and I have never been satisfied with the quality of the soil in our Spanish Fork farm. Frankly, I have felt from time to time, and I still feel, that I possibly made a mistake in consenting to its purchase because of the poor quality of the soil” (Wilkinson to Walker, 14 November 1961, Wilkinson Presidential Papers).
  15. Ernest L. Wilkinson to Rudger Walker, 29 August 1960, Wilkinson Presidential Papers.

ment that could assure the accomplishment of the objectives for which the farm was established."<sup>16</sup>

Initially, Ben Lewis was hesitant to accept the farm as a part of Auxiliary Services because of possible conflicts of interest between the academic purpose of instruction and the auxiliary purpose of making the farm self-sustaining, but he accepted the challenge. Auxiliary Services put a substantial amount of its own money into the operation.<sup>17</sup> Bliss Allred, who had been appointed in 1959 and who worked largely as a service to BYU, continued as manager of the farm, eliminating costly mistakes and improving the property.<sup>18</sup>

Finally, in the 1965-66 school year the Spanish Fork farm began to show prospects of becoming self-sustaining. By 1971, effective management practices, including the use of commercial fertilizers and crop rotation, which improved the fertility of the soil and overcame Wilkinson's earlier appraisal of its quality, enabled the farm to show a profit.

The Spanish Fork farm productivity has continued to improve during the Oaks years. Max V. Wallentine, who succeeded Bliss Allred as director of agricultural operations in 1968, provided excellent management in both farm training (including dairy, crop, and orchard operations, along with record analysis and farm management) and project training (including beef, sheep, and swine production, the student dairy, floriculture, and vegetable raising). One of Wallentine's significant accomplishments has been to induce greater faculty and student participation. By 1975, enrollment in agriculture and animal husbandry classes totaled 1,739. Other recent statistics demonstrate the productivity of the farm. The annual manure crop of between 7,000 and 8,000 tons from the dairy, beef, and swine herds is returned to the soil and, when combined with good management, commercial fertilizer, sufficient water, and proper weather, has increased corn yields from nine to twenty-five tons per acre on the

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16. Ibid.

17. Ibid.

18. Ben E. Lewis to Ernest L. Wilkinson, 5 July 1960, Wilkinson Presidential Papers.



poorer-than-average soil. Hay yields have risen from 1.7 to as high as six tons per acre with three cuttings annually. The farm has some 400 dairy cows, of which 300 are always being milked, making this one of the largest dairy operations in the state. In 1974, a total of 4.8 million pounds of milk at 3.7 percent butterfat was sold to the Dairy Products Laboratory for processing, and much of the meat, eggs, and fruit is purchased by BYU Food Services for use in the school's cafeterias. From 400 to 500 students are involved in field trip programs at the Spanish Fork farm each year, and 150 or more additional students have major laboratory projects at the farm each semester. Work-study internships are providing on-the-job experience and training. The student dairy herd provides training for prospective dairy managers. Poultry programs offer excellent training for young students, and new low-cost greenhouses afford additional experience in growing tomatoes and flowers out of season.

In addition to the \$75,000 initial gift made by Wilkinson and the \$380,000 loan from the Church, Auxiliary Services made loans to the farm from time to time. Others have also contributed to the farm. Arza Adams of Pleasant Grove contributed a feed mill and storage facility with an estimated value of \$140,000, and Pat and Ted Spurlock of Navajo, Arizona, contributed a silo, forage wagons, and a chopper valued at \$70,000. Other gifts of smaller amounts have also been made.

The Church loan is being repaid on time. The farm is now valued in excess of \$1,000,000;<sup>19</sup> it has become one of the most productive farms in Utah Valley and is also an excellent training place for students interested in agriculture.

On 23 September 1975, President Oaks announced the establishment of the Ezra Taft Benson Agriculture and Food Institute in the College of Biological and Agricultural Sciences, which will have a very close relationship to the Spanish Fork farm (*see* chapter 54).

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19. Interview of Max Wallentine by Ernest L. Wilkinson, 24 September 1975, Wilkinson personal papers.



Animal husbandry students testing the butterfat content of milk at the BYU Dairy Products Laboratory under the direction of Phil Shumway (right).



## Dairy Products Laboratory

One of the most important aspects of the BYU farm program has been its milk production, which allows the school to operate its own creamery while providing a fine teaching laboratory. There have been two herds of purebred holstein milk-producing cattle, a University herd and a project herd in which students are assigned individual cows. Both the University and the student herds have won many prizes, both have been listed on the Purebred Dairy Cattle Association's national honor roll, and both herds are considerably higher in milk and butterfat production than the average American holstein herd. As early as 1959, the average BYU cow was giving 6,276 quarts of milk annually and 470 pounds of butter, compared to the national average of 2,875 quarts of milk and 230 pounds of butter.<sup>20</sup>

Milk from the herds goes to the BYU Creamery and is processed for use as milk, cheese, and ice cream. While most of the production has found its way into the various food operations on campus, the dairy has also followed a policy of selling its products to faculty, employees, and students at reasonable prices. In 1964 the dairy moved into a modern utilitarian building northwest of Deseret Towers.

## Other Farming Ventures

Farming properties donated to Brigham Young University as part of University fund raising were turned over to Auxiliary Services for maintenance and development. One significant land transaction involved the purchase of the Rolling Hills Orchard near Emmett, Idaho, in 1961. This 1,332-acre farm consists primarily of about 48,000 apple, cherry, and plum trees. Although early frosts sometimes seriously damage production, the orchard is a successful operation.

When the LDS Church purchased sites for the possible construction of junior colleges, BYU Auxiliary Services administered these lands. The Phoenix property was put under

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20. "BYU Dairy Herd Above Average for Utah, U.S.," *BYU Daily Universe*, 23 June 1959.

lease, as was the Anaheim property. These undeveloped properties, subject to a very high tax, created a financial strain on the University. The 257-acre site purchased in the north end of the San Fernando Valley from G. Henry Stetson (son of the manufacturer of Stetson hats) was used primarily for the cultivation of oranges, lemons, and grapefruit. Unfortunately, due to a disastrous fire, torrential rains, flooding, and high property taxes, the operation was severely hampered. As a result, from 1958 until 1963, expenses on this one farm exceeded income.<sup>21</sup> The Fremont City property was devoted to the raising of apricots and showed a slight profit. The Portland and Idaho Falls properties also were devoted to farm use and netted modest annual profits.<sup>22</sup> These junior college sites later were turned over to the Church itself. Even though the junior college properties were not developed into junior colleges and despite the fact that the operating costs of all of the properties controlled and directed by Auxiliary Services were occasionally in excess of income, in no instance did these losses compare with the appreciation in value of the properties. Some of them are now worth several times the purchase price (*see* chapter 33).

In 1966, BYU purchased a 600-acre farm in Rexburg, Idaho, and a 145-acre farm in Milo, Idaho, from Mr. and Mrs. Rulon Jeppson under an annuity agreement.<sup>23</sup> In 1973, both dairy farms were sold, as was the Broadbent Farm in Jerome, Idaho, a 684-acre operation which was given to the school in 1969 by Dr. Ray Broadbent of Salt Lake City.

### **The Demand for Housing**

One of the most important auxiliary operations from the start of the Wilkinson Administration was student housing. The years 1951 to 1956 witnessed the building of a massive

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21. Ben E. Lewis to N. Eldon Tanner, 2 March 1964, Wilkinson Presidential Papers.

22. Ben E. Lewis to Ernest L. Wilkinson, 4 January 1965, Wilkinson Presidential Papers.

23. Vern L. Hobson to Ernest L. Wilkinson, 26 February 1971, Wilkinson Presidential Papers.



women's housing complex known as Heritage Halls, consisting of two projects aggregating twenty-four units. Later, Helaman Halls, comprising seven housing units for men and a central eating hall (Cannon Center), were built (*see* chapter 30). Since there was more demand for women's housing than for men's, two Helaman Halls were made available to women.<sup>24</sup> The housing office gradually came to the realization that the construction of new residence halls failed to alleviate the housing shortage and even indirectly contributed to it. Improved housing stimulated enrollment so that housing construction always lagged behind the demand, and the goal of providing on-campus housing facilities for fifty to sixty percent of the student body was never realized.

By the fall of 1960, facilities at Heritage Halls, Helaman Halls, Knight Mangum Hall, and Amanda Knight accommodated 2,429 women. At the same time, 1,242 men resided at Helaman Halls and Allen Hall.<sup>25</sup> There were also on-campus accommodations for 260 married couples. As enrollment increased, off-campus housing had to suffice for most BYU students. In 1961 the school was forced to approve "some 20 percent of our off-campus housing which, for all practical purposes, is not satisfactory." Another ten percent was not entirely satisfactory because of its location in Springville, North Orem, and other outlying areas.<sup>26</sup> Of the 1960 fall enrollment of more than 10,000, only 3,977 could be accommodated in campus housing. The number of students renting in Provo totalled 4,611, an increase of thirty-six percent since 1953. Others were renting outside Provo, while still others lived with parents or relatives. In November 1960 the *Daily Universe* estimated that students were paying \$1,500,000 rent per year to landlords in the surrounding area.<sup>27</sup>

There were shortages in all areas of on-campus housing,

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24. BYU Board of Trustees Minutes, 2 September 1959.

25. Ben E. Lewis to Ernest L. Wilkinson, 3 January 1961, Wilkinson Presidential Papers.

26. *Ibid.*

27. "Number of Renting Students Grows," *BYU Daily Universe*, 17 November 1960.

but none was so acute as the lack of apartments for married students. As the school grew, married students continued to account for about twenty percent of the student body. From 1955 until 1961 the number of student couples renting in Provo increased from 642 to 940, even though the 150 homes in Wyview Village became available in 1958.<sup>28</sup> This was aggravated by the removal in 1959 of some of the old Wymount Village barracks to make way for the Snell Building.<sup>29</sup> In 1963, twelve more of the Wymount barracks were razed to provide space for the Wilkinson Center parking lot.<sup>30</sup>

### **New Housing Authorizations**

In June 1959 the Board of Trustees authorized the building of 460 apartment units for married students (sixty were originally reserved for new faculty members searching for more permanent quarters) at a projected cost of \$4,600,000.<sup>31</sup> The Church provided a forty-year loan at a modest interest rate.<sup>32</sup> At that time, sixty percent of U. S. colleges obtained funding for married student housing from the Housing and Home Finance Agency (BYU did not participate). The remaining forty percent employed a variety of private sources.<sup>33</sup>

The Church loan resulted in the construction of Wymount Terrace, consisting of 108 one-bedroom apartments, sixty one-bedroom units with study, 264 two-bedroom, and thirty three-bedroom apartments, spread over twenty-eight buildings comprising 363,074 gross square feet of floor space.<sup>34</sup> The final cost of the project, including furnishings and land-

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28. "Marrieds Renting in Provo Increase," *BYU Daily Universe*, 16 February 1961.

29. "Temporary Buildings Razed: Make Way For New Structures," *BYU Daily Universe*, 2 July 1959.

30. "Razing of Wymount Completes Era at BYU," *BYU Daily Universe*, 18 June 1963.

31. *BYU Board of Trustees Minutes*, 3 June 1959.

32. *Ibid.*, 25 March 1960.

33. Chester N. Winter, "Trends in Housing Married Students Reported in Study," *College & University Business*, April 1966, p. 81.

34. Ephraim Hatch and Karl Miller, "A History of the BYU Campus," 7:1:37.





A small part of the Wymount Terrace married student housing complex on the northeast fringe of campus.

scaping, was approximately \$5.5 million. William Rowe Smith was architect and Tolboe and Harlin Construction Company, contractor.

Wymount Terrace is situated northeast of campus. The units form a trapezoid having play areas in the center, a peripheral road encircling the village, parking spaces for about 600 cars, and six identical quadrangles of four buildings each, all constructed of painted concrete block with extensive use of white cast stone grillework and painted stucco paneling. Balconies and porches for all apartments open onto the courtyards.<sup>35</sup>

### **Housing Relations with Provo**

During the planning of the housing complex the school and the city of Provo had one of their more serious conflicts. Relations between "town and gown" fluctuated through the years. Even though Wilkinson encouraged faculty members to become involved in community affairs, he admitted that "Rightly or wrongly, our relations with the city [Provo] have not been the best. That is always to be expected when we are a growing institution."<sup>36</sup> Some community leaders felt that the BYU faculty and staff were not interested in civic affairs. Student parking in residential Provo areas caused resentment, and there was a recurring controversy over real estate, zoning regulations, road construction, eminent domain, and other related property matters.<sup>37</sup> There was also a general feeling that because of the school's tax-exempt status it had obtained too many privileges at the taxpayers' expense.<sup>38</sup>

BYU had its own grievances. Many landlords failed to improve the quality of their student housing facilities; disputes occasionally flared over sewer and water rates, and many

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35. "BYU Gives City Details On Housing," *BYU Daily Universe*, 16 March 1961.

36. Ernest L. Wilkinson to Wesley P. Lloyd, 14 April 1956, Wilkinson Presidential Papers.

37. Chuck Peterson to Ernest L. Wilkinson, 9 April 1956, Wilkinson Presidential Papers.

38. Ernest L. Wilkinson to David O. McKay, 19 December 1960, Wilkinson Presidential Papers.



private citizens demanded exorbitant prices for the sale of properties needed by the University, while others charged students excessive rent. The expansion of Y Day activities to include community service projects helped ease tensions, but the announcement of Wymount Terrace and the concomitant change in zoning from a residential to an institutional zone created new problems. The city commission was at first uncooperative but finally consented to the zoning change in March 1961. It had been convincingly argued that wherever the school built it beautified not only its newly acquired property but the surroundings. Zoning matters were not the only sources of conflict. City fathers opposed the use of gas ranges in the complex because the city was in the electricity business.<sup>39</sup> The eventual resolution permitted BYU to use gas ranges, gas-fired warm air heaters, and gas-heated water furnaces. Difficulties also arose over meeting the specifications of a proposed new building code, specifically, the need for more fire escapes, fire extinguishers, and proper ventilation.<sup>40</sup> The issues were finally settled — after many public hearings and a few confrontations — and the Wymount Terrace project proceeded.

Even with the completion of the new married student housing complex, Wymount Terrace represented a net gain of only 262 apartments for married students because of the razing of Wymount Village. As the school grew, the problem was compounded, and married students were again forced to seek off-campus housing.<sup>41</sup>

### Deseret Towers

Bad as the situation was for married students, it became worse for single women. To meet this demand, seven of the married students' housing units were temporarily opened to 452 single women. To alleviate the crowded situation, the

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39. BYU Executive Committee Meeting Minutes, 20 April 1961.

40. "'Y' Argues Case on Housing Project Before City Council," *Provo Daily Herald*, 28 March 1961.

41. "Marrieds Renting in Provo Increase," *BYU Daily Universe*, 16 February 1961.



Part of the Deseret Towers student housing project, located directly north of Heritage Halls. The units were first occupied in the fall of 1964.



Board of Trustees authorized a loan of \$2,500,000 for the construction of housing for 500 women students. By December 1961 the administration, sensing that the building program contemplated by this loan "may not be able to take care of the students who will apply," asked the Board to raise its sights. Wilkinson told Spencer W. Kimball,

I would be less than candid if I did not say that our housing situation at present is more desperate than it has ever been. Despite the building program, we have not been able to maintain the ratio of on-campus housing to off-campus housing. Our long-range goals are that we should house 60% on campus. . . . At present we are housing only 35%. . . . In 1959 we were housing 40.1% on campus, which indicates we have actually lost ground.<sup>42</sup>

These statistics, coupled with the fact that many hundreds of BYU students were living in substandard off-campus facilities, offered convincing argument for further development, culminating in the Board's agreeing to appropriate funds for four seven-story housing units and a central cafeteria building, now known as the Deseret Towers complex.<sup>43</sup> The architects were Lorenzo S. Young and Associates; on the death of Lorenzo Young the architects became Robert S. Fowler and Associates, who succeeded the Young firm. The contractor was Christensen Brothers. Not long after the architects were engaged, the plan was revised to include five residence halls to cost over \$5 million.<sup>44</sup>

The site chosen for construction was north of Heritage Halls, west of Ninth East, and north of Phillips Lane. Initially there was serious disagreement as to the height of the units, but the seven-story, high-rise concept was chosen over a three-story alternative because the higher buildings required the use of less land by the school. Furthermore, the land saved could be used for vitally needed academic buildings, and

42. Ernest L. Wilkinson to Spencer W. Kimball, 11 December 1961, Wilkinson Presidential Papers.

43. "Monday Herald Carries Plans for 7-Story BYU Girls' Dorms," *BYU Daily Universe*, 21 August 1962.

44. BYU Board of Trustees Minutes, 6 February 1963.

maintenance on the taller buildings would probably be cheaper.<sup>45</sup> Construction began in the summer of 1963, and the five high-rise halls were completed in September 1964. These buildings were the tallest in Provo, with room enough for 1,350 students (270 per building), most of whom would be housed in double rooms equipped with built-in beds, chests, mirrors, shelves, upholstered furniture, and draperies. Several central showers and bathrooms were located on each floor. The central building provided a reception area, mail room, manager's office, a large and small dining room, snack bar, three cafeteria lines, television and council rooms, lobby, loading dock, and kitchen for the entire Deseret Towers population. Although originally planned solely for girls, the complex soon was accommodating boys in three halls and girls in the other two. The completed facilities brought the total number of students housed on campus to 5,207.<sup>46</sup> Final cost of the Deseret Towers construction was slightly over \$6 million, most of which came as a Church loan.<sup>47</sup> Including the money appropriated for Deseret Towers, from 1953 until 1963 the Church loaned BYU over \$24,000,000 for its housing needs.<sup>48</sup> All payments due on the various loans have been made on time and sometimes in advance. Completion of Deseret Towers marked the end of large-scale housing construction at BYU during the Wilkinson era, except that in 1969 the Trustees authorized a sixth residence hall to be added to Deseret Towers; this unit, together with a swimming pool, was completed in 1969.

### Wyview Park

In 1971 the Board authorized a mobile home village known as Wyview Park, which was developed for married students to replace Wyview Village. With these additions, on-campus

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45. Ibid., 3 July 1962.

46. "Women Will Get Five Dorms; Construction to Begin at Once," *BYU Daily Universe*, 11 July 1963.

47. "Request to the Committee on Expenditures," 9 June 1964, Wilkinson Presidential Papers.

48. Ben E. Lewis to Ernest L. Wilkinson, 7 August 1963, Wilkinson Presidential Papers.



housing accommodated 6,500 students, in addition to missionaries in the Language Training Mission.<sup>49</sup> The school abandoned all hope of housing sixty percent of the student body in campus facilities when enrollment skyrocketed after 1963. Off-campus housing was increasingly relied upon, a trend that has continued to the present, and one which the school has encouraged, although insisting that landlords adhere to housing standards.

### Housing Rates

During all of this construction, on-campus housing rates for students at BYU were appreciably below, and have remained below, the national average. This was made possible because of the low interest rates charged for Church loans and because of the application of sound principles of business management. Furthermore, the housing office of Auxiliary Services has a remarkable record of collections. Between 1951 and 1963, which is representative of other periods, of a total rental income of millions of dollars, the amounts outstanding were less than one hundredth of one percent. This phenomenal record is a tribute both to the Housing Office and the student body.<sup>50</sup>

In October 1964, Auxiliary Services was reorganized, with Ben Lewis becoming University vice-president for auxiliary and communications services. Former housing director Fred A. Schwendiman became the new director of Auxiliary Services, and Carl Jones was given the post of housing director. Upon Jones's resignation a few years later he was replaced by Delyle Barton. Rulon Craven served many years as coordinator for residential housing and was followed by Robert Thornock and later by Harold Redd. Rulon Craven was first called as a mission president in 1967 (New Zealand North Mission) and is now a member of the Aaronic Priesthood Committee for the LDS Church in Salt Lake City. The mar-

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49. "Single Housing Available, Critical for BYU Married Students," *BYU Daily Universe*, 22 July 1971.

50. Ben E. Lewis to Ernest L. Wilkinson, 7 August 1963, Wilkinson Presidential Papers.

ried student housing manager since 1955 has been Bruce Barrett.

### **BYU Bookstore**

The fundamental purpose of the BYU Bookstore, formerly the Student Supply Association, is to supply required textbooks and other academic materials to the University community. Besides this function, the bookstore has grown in diversity, selling Church books, thousands of popular fiction and nonfiction soft-cover and hard-cover works, classroom supplies, electronic and camera equipment, paintings, and limited amounts of men's and women's clothing. Herald R. Clark, after whom the Student Supply Association Building was named in 1953, was bookstore manager from 1915 to 1952. He operated the facility very economically in addition to his other duties. H. Neil McKnight filled the same position from 1952 until 1961, when his resignation was requested because he had opened a competing bookstore in Provo. Serving as manager from 1961 until 1968 was Ivan L. Sanderson, who had been associated with the store since 1946 as sales manager and in other positions. When Sanderson resigned to become manager of the Stanford University Bookstore, he was replaced by Roger E. Utley, a 1959 BYU graduate in business who was assistant manager before his appointment.

Until the summer of 1961 the bookstore had "been kind of an orphan operation in that no one person has had the responsibility for keeping the manager informed of University policies."<sup>51</sup> It was not a part of any academic college or of a specific administrative organization. It was sometimes out of touch with total campus needs, even though it did have a board of directors which included some faculty members. These factors and a serious managerial conflict that arose in 1961 prompted the school, on 10 July 1961, to put the bookstore under the direction of Auxiliary Services.<sup>52</sup>

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51. Ben E. Lewis to Ernest L. Wilkinson, 3 July 1961, Wilkinson Presidential Papers.

52. Ernest L. Wilkinson to Herald R. Clark, 10 July 1961, Wilkinson Presidential Papers.



Throughout its sixty-nine-year history the bookstore has operated at a profit based on its policy of selling at a range of prices consistent with those of Provo merchants. This policy has been prompted by the desire of the administration not to undercut Provo merchants, who provide taxes for the community. Consistent with the growth of the institution, the income of the bookstore in 1971 was sixteen times greater than in 1951. Profits have been used for the benefit of the entire University and the student body. Many major capital improvements on campus have been financed with bookstore profits, including the Herald R. Clark Building, a portion of the Wilkinson Center, the seating in the old football stadium, and part of the library addition. Other buildings had partial financing from this source, and many fine paintings on campus have been purchased from bookstore profits. Furthermore, in addition to having paid for the construction and furnishings of its entire facilities in the Wilkinson Center, into which it moved in 1964, the bookstore pays for all maintenance, utilities, and capital improvements required in its operations, plus a substantial rent to the Wilkinson Center. This sum helps pay the cost of operating the building so that the center does not rely upon the tithes of the Church or the University operating budget for its financing.<sup>53</sup>

The bookstore has fared well even though it has not encompassed in its inventory many items, such as a rather full supply of clothing as some other University bookstores have done. Nevertheless, some have criticized its venture into the selling of certain items like clothing and stereos. But part of the bookstore philosophy has been to provide for the student, staff, and faculty a handy, convenient location for a few select, often-needed items. Through the years the bookstore has been a member of the National Association of College Stores and in general has followed the policies of this association, especially with respect to textbooks. From 1968 to 1974 the BYU Bookstore ranked seventh among American college bookstores in terms of total sales volume. For the 1974-75

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53. Ernest L. Wilkinson to Ezra Taft Benson, 4 May 1970, Wilkinson Presidential Papers.

school year the bookstore employed fifty-seven people full time and an average of 182 part-time student employees.<sup>54</sup> Emphasis has always been on providing maximum student employment, a policy that runs contrary to many privately owned and university-operated bookstores in America, which mostly use full-time employees and a limited number of students.

The original bookstore, built as a part of the Ernest L. Wilkinson Center, had 55,000 square feet of floor space. By 1970 it became necessary to sell freshman textbooks in the games area of the Ernest L. Wilkinson Center at registration time because of overcrowding in the main store. In 1974, while a new addition was under construction, a heated circus tent was set up on the patio northeast of the bookstore as a textbook annex. An addition to the Bookstore providing 43,712 square feet of floor space was built during the Oaks Administration and is now in full use.

### **The University Press**

A relatively new organization which has enhanced the scholarly image of the University is the Brigham Young University Press. Its books, marketed nationally and internationally, have gained recognition from scholars and organizations alike, with numerous awards for graphics, printing, and editorial excellence. In sales volume it ranks among the top dozen university presses in the United States.

On 3 December 1965, in a memorandum to Stephen R. Covey, assistant to President Wilkinson, Ernest L. Olson, then chairman of University Publications, proposed the consolidation of printing and publishing facilities under the overall direction of Auxiliary Services. About two years later Olson's suggestions were carried out, and on 1 September 1967 the present organization, called Brigham Young University Press, was effected with Olson as director. Shortly thereafter, construction began on a new home for the press on the north-

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54. "History of the Office of Executive Vice-President," unpublished typescript, BYU Archives, p. 20.





BYU Press Building, located on the northern fringe of campus.

ern periphery of the BYU campus. Auxiliary Services provided the capital. Completed on 10 October 1968, the new building now houses the complete Brigham Young University Press organization, consisting of the director's office; two general areas, central services and scheduling and production; and five departments: Printing Service, Editorial, Graphic Communications, Marketing, and Mail Service.

In September 1972 a major reorganization took place as a result of an exhaustive study made by LeRoy I. Harlow. The director's office includes the director of the press, Ernest L. Olson, and his secretary, and an administrative assistant. This office coordinates and controls the functions of the entire University Press. Central Services, managed by Richard K. Grover, assistant director, has thirteen full-time employees. It is responsible for receiving and working with customers, taking their orders, assisting them to receive what they need, and doing bookkeeping and accounting for the press. Scheduling and Production, controlled by Frank R. Haymore, assistant director, has three full-time employees. This area determines and controls all schedules based on customers' needs, follows jobs through the production process, and provides a quality control system to make sure that work is of acceptable quality. Haymore has now had almost forty years of experience at the press, having been put in charge of the Printing Service just a few years after its earliest beginning.

BYU Printing Service began in 1933 with the name of BYU Press, and it was housed in the south end of the Maeser Building basement. Frank R. Haymore was appointed full-time manager in 1939 and held that position until September 1972, when he became assistant director of the press.<sup>55</sup> Additional equipment and larger facilities gradually were obtained prior to the press's move into the present building. Since moving, the Printing Service has increased its work output by about twenty percent a year, currently completing more than 11,000 jobs every year, with about 400 in progress at any

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55. Haymore has served as president of the Printing Industry of Utah and in other important positions.



given time. By 1975, BYU Printing Service employed sixty full-time staff and from 100 to 125 student part-time employees.

For many years the Printing Service used only hot-metal type. After moving into the new building it acquired equipment by which type is programmed on punched paper tape and produced by a photographic process. This has enabled the Printing Service to produce complex mathematical material and other texts requiring unusual characters. In addition, an IBM Selectric magnetic tape system greatly facilitated the publication of low-cost material needed in a short time. This system, now obsolescent, was purchased in 1968 to print the *Daily Universe*, but it also has been used for books, brochures, programs, and similar publications. Beginning as a small, one-room operation four decades ago, the BYU Printing Service has become a large operation with facilities to produce virtually all publications required in the operation of the University.

The Editorial Department traces its origin to a faculty committee appointed to prepare the BYU general catalog. Not until September 1956 was a distinct office, the Office of University Publications, created, with Ernest L. Olson as chairman. He reported to Lester B. Whetten, director of University Relations. The department was situated in the Public Relations Annex, an old army barracks east of the Eyring Science Center. The Editorial Department was organized into two sections, each with a major function: editing of University Press scholarly and creative publications and editing of University service publications, a responsibility the press received from President Wilkinson in 1956.

In 1961 the Office of University Publications moved to the third floor of the newly completed A. O. Smoot Building, where it remained until 1968, editing and supervising publication of catalogs, college and University brochures, directories, programs, and other University service publications. It also offered in-house publishing facilities for instructors who desired texts, syllabi, and manuals for use in their classes. On 1 September 1967 the Office of Extension Publications sepa-

rated from the Division of Continuing Education and combined with University Publications, and the new, expanded University Publications office assumed responsibility for materials previously handled by Extension Publications, including adult education programs, education weeks, and forum and devotional speeches.

At that time the University Press embarked on the challenging enterprise of publishing books, monographs, and periodicals, with editorial work and production the responsibility of the scholarly book section of University Publications with Gail W. Bell as senior editor. In the 1972 reorganization, Mrs. Bell became the managing editor of the Editorial Department, with two senior editors and a staff of thirteen full-time editors, proofreaders, and assistants. The Editorial Department thus has grown steadily from a department chairman, a secretary-editorial assistant, and several students in the 1950s to the present professional staff (1975) of seventeen full-time and eight part-time employees. The department also operates an intern program for graduate students interested in publishing careers.

For years the Graphics Section of the Educational Media Services Department was housed in the Herald R. Clark Building and functioned as a miniature art department, providing art work as requested by the other departments of the University. In 1966 the department was split; the graphics activities for the printing operations were placed under Lance Turner as supervisor, and graphics for academic classroom instruction remained under Educational Media Services. Resolved to expand the department's operations, Turner suggested a new policy: that all artwork printed for the University — whether in books, brochures, catalogs, or posters — must at least be approved, if not actually done by graphics. The administration approved this proposal. With the creation of Brigham Young University Press in 1967, the operation, now designated the Graphic Communications Department, began to expand. Succeeding Lance Turner as director in 1969 was McRay Magleby, a graduate in commercial design, with four years' experience in commercial art and advertising. Six other



full-time professional artists, a secretary, and a number of student artists work with him. This department has been widely recognized for its excellence in design, contributing its part to annual awards from American College Public Relations Association (thirteen in one year, an unheard of distinction), Printing Industries of America, and other national organizations. It also was featured in a ten-page article in *Communication Arts*, a prestigious national commercial arts magazine.

Before the organization of the University Press the merchandising of publications was handled by various departments. As part of the same reorganization that merged Extension Publications with University Publications, the Publication Sales Department was created to market University publications in 1967. William Rawcliffe, chairman of the former department, was made chairman of Publication Sales. He was succeeded in December 1969 by Kenneth G. Trane. The name of this department was changed in 1972 to Marketing Department. A professional promotion and sales staff, at present consisting of eleven people in addition to Mr. Trane, has been instrumental in increasing sales by more than ten times the figure for 1967. Much of the current success of the press may be attributed to the vigorous marketing program developed by this department.

For many years, mail delivery at BYU consisted of placing faculty members' mail in centrally located boxes. In 1951, campus mail was handled under the direction of the registrar's office, and faculty and staff members picked up their mail in the Maeser Building. This system became cumbersome, and a system of mail delivery to the various campus buildings was instituted. In that same year the University Mail Service Center moved into a surplus Army barracks east of the Eyring Science Center; the Physical Plant delivered the on-campus mail, and the responsibility for the office was assigned to the Purchasing Department. In 1961, Mail Service moved into the newly completed Abraham O. Smoot Building, with the Purchasing Department remaining in charge until 1967. In October of that year, following the incorporation of Mail

Service into the new BYU Press organization, Harold S. Hintze, a former buyer in the Purchasing Department, was made chairman of the much-enlarged University Mail Service. With the Physical Plant no longer participating in campus mail distribution, Hintze's department included all aspects of campus mail, bulk mailing, contracting for the BYU Branch of the U. S. Post Office established on the ground floor of the Wilkinson Center in 1964, and coordinating the Provo U. S. Post Office's handling of a pagoda-style drive-up facility adjacent to the Heritage Halls parking lot. This establishment of a central clearing house for all mail operations on campus, a pioneer development in collegiate mailing services, has reduced friction between the school and U. S. postal authorities and has improved campus mail services. On a normal school day the Mail Service handles 10,000 pieces of U. S. and campus mail. Additionally, each month an average 250,000 pieces of bulk printed matter are mailed out from the Provo campus.

In 1970 the BYU Mail Answering Service, formerly supervised by University Relations, moved into the University Press Building and became a part of Mail Service, although answers to letters regarding admissions and records are handled by the Office of Admissions and Records. By 1975, BYU Mail Service provided a postal service for the University community with on-campus mail delivery, a bulk mail center, and a contract post office with a volume surpassed by only three Utah cities. It employs fifteen full-time staff and about two dozen part-time student employees.

In performing its three major services for the University, publishing scholarly and creative books with national and international distribution, service publishing for the entire University, and a total University mail service, BYU Press employs 130 full-time people and approximately 200 students on a part-time basis. It publishes twenty-five to thirty books a year, issues hundreds of University service publications, and distributes millions of pieces of mail. Total University Press income for 1974 was more than three times the income in 1967, the first year of operation of the new press organization,



reflecting the growth of all press departments. Sales volume continued its dramatic growth, with an increase of more than ten times the 1967 sales figure, putting the BYU Press among the top twenty American university presses in terms of sales volume and number of titles published annually. In 1975, Brigham Young University Press was admitted to the prestigious sixty-member American Association of University Presses.

### **Motion Picture Production**

The most active person in establishing a motion picture production program at BYU was Bishop Joseph Wirthlin of the LDS Church Presiding Bishopric. With the support of the Board of Trustees, he agreed to provide the necessary initial financing.<sup>56</sup> At a special dinner conference hosted by elders Harold B. Lee and Henry D. Moyle for "Judge" Wetzel Whitaker and his wife, Doris, in July 1952,

Brother Lee told Judge Whitaker that several of the Brethren were most desirous of initiating a motion picture production program. . . . It was indicated that films are needed for the Priesthood, the training of bishops, the welfare program, and for the use of the anti-liquor-tobacco committee. Harold B. Lee stated that he thought the BYU was the ideal place to launch such a program.<sup>57</sup>

Whitaker was regarded as a prime candidate to direct the new program. He was an active Latter-day Saint, had co-produced earlier Church welfare films, and had twenty years of motion picture experience, much of it with Walt Disney Studios. The organization of the department, with Whitaker as chairman, occurred in January 1953. Walt Disney's loss was once again BYU's gain when two years later Scott Whitaker, a younger brother of Judge Whitaker who was a skillful script writer, resigned his post with Walt Disney to come to BYU.

56. Interview of Wetzel and Scott Whitaker by Richard E. Bennett, 31 January 1975, BYU Archives.

57. W. Cleon Skousen to Ernest L. Wilkinson, 21 July 1952, Wilkinson Presidential Papers.

Eventually, a beautiful seventeen-acre property was purchased near the Provo River for the studio site. The land proved to be an ideal location because of the wooded areas and streams surrounding it, with Squaw Peak and Timpanogos forming natural backdrops.<sup>58</sup> All available research in sound and motion pictures was drawn together so that the latest developments in sound stage engineering and construction could be incorporated into the building.

With close ties to general Church offices, the department was established as a professional motion picture production unit rather than as a teaching unit, one of few such operations among universities in the country. The Relief Society, the Young Women's Mutual Improvement Association, and the Genealogical Society were among the Church auxiliaries requesting films. In the beginning, the department had serious problems and operated in the red, but studio leaders, through hard and constant work, eventually got the department out of debt.

The weight of the department has been carried upon the shoulders of many other persons besides the colorful Whitaker brothers. Frank S. Wise was added to the staff in 1953 as an experienced engineer in equipment, photography, and film editing. Robert W. Stum soon joined the staff, bringing an expertise in still photography and general cinematography. By 1975 the department employed about fifty full-time workers. Colonel Jesse E. Stay, who joined the staff in 1969 as managing director, became director of the department upon Judge Whitaker's retirement in 1974. Stay, an able and aggressive administrator who was most instrumental in launching the BYU Air Force ROTC on campus, is continuing Whitaker's tradition of improving the quality of BYU movie productions.

Until 1965, the Motion Picture Department reported directly to President Wilkinson, first through William F. Edwards and later through Darrell Monson to Ben Lewis. In

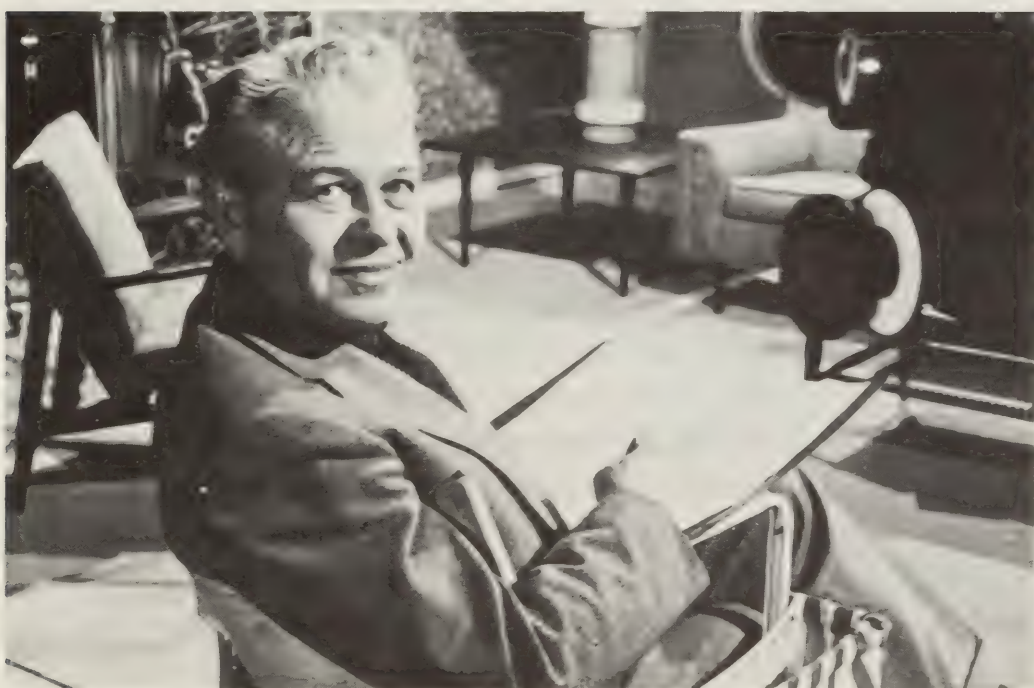
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58. Construction details of the building are given in chapter 31. Scott Whitaker died of cancer at age sixty-one on 4 June 1976. He had just completed the filming in Jerusalem of a movie about the life of Christ.





Writer-illustrator Scott Whitaker at work in the BYU Motion Picture Studio.



Director Wetzel "Judge" Whitaker, brother of Scott Whitaker, in the BYU Motion Picture Studio.

1965, Motion Picture Studios became a part of the new Division of Communications, although it continued as a producer of motion pictures and not as an academic department. In recent years, motion picture production has branched out into the educational film market with such recognized movies as "Run Dick, Run Jane" (produced in conjunction with the National Jogging Association). Movies produced by the Motion Picture Studio (notably "Cipher in the Snow") have received many national and some international awards for excellence in film production. Writers, artists, cameramen, a casting office, dramatic directors, and a sophisticated sound recording and mixing facility are now available for professional filmstrip production.

### **The Ernest L. Wilkinson Center**

The Ernest L. Wilkinson Center is directed partly by Auxiliary Services and partly by Student Services. Its daily operation is of such magnitude that a separate administration for Student Services was selected at approximately the time of groundbreaking for the building. As a student social center, it is unsurpassed and is perhaps the busiest facility on campus. Lyle S. Curtis was appointed director of the building in the spring of 1960 and also was appointed assistant dean of students. Like Ben E. Lewis, he had been affiliated with the Hot Shoppes organization.

The center is designed to provide a home for student government and student publications, to enhance campus cafeteria operations, and to further the social and recreational activities of students. Since the bookstore, food services, and catering are part of the business aspect of the center, Lyle Curtis reported on these areas to Ben E. Lewis. As to student activities involving the sports and recreational area, student government, and hobby shop, he reported to the dean of student life, J. Elliot Cameron. In 1975, Lyle Curtis was named director of Auxiliary Services.

The Wilkinson Center has a full-time staff of 35 and 160 part-time employees. Lyle Curtis has three main assistants: Curtis Wynder, assistant director for programs, who is in



charge of the student activities program and acts as student activities coordinator; Robert Moss, assistant director for business, who is in charge of all the physical aspects of the Wilkinson Center; and Betty Kane, who is the supervisor of scheduling for not only the Wilkinson Center but for the entire University.

There has been a trend toward informal, unstructured activities in the Wilkinson Center. Since the opening of the building, the hobby center has had an impressive growth, participation in games center activities has increased each year, and the movie program has outgrown the Varsity Theater, with additional programs being run in the Joseph Smith, Jesse Knight, and Thomas L. Martin buildings. The films shown in the Joseph Smith Building are advertised as the "Weekend Movie," and those shown in the Jesse Knight Building are billed as the "International Cinema." In an effort to permit BYU students to view classic films from earlier years, the Student Film Society was organized. Using the facilities of the Martin Building, the society shows its films on Thursday, Friday, and Saturday evenings. For the 1970-71 school year there were 609,995 participations in the hobby, games, and movie programs.<sup>59</sup>

The Wilkinson Center is home base for the student-planned activity program of the Associated Students of BYU. As many as 6,000 student volunteers are involved in the planning and presentation of these programs. While the building was planned for 15,000 students and faculty, the number using the buildings is more than double that figure. By actual count, there are as many as 35,000 visits to the center on a given school day during the regular school year and more than 15,000 per day during summer school.<sup>60</sup> In 1970-71 there were 7,662 functions in the center. Of these, 3,249 were sponsored by students; 3,655 by the University in the form of conferences, classes, and seminars; and 758 were sponsored by community groups.<sup>61</sup>

59. "History of the Office of Executive Vice-President," p. 165.

60. *Ibid.*, p. 166.

61. *Ibid.*

## Auxiliary Maintenance

Not to be confused with Janitorial Services in the Physical Plant Department, Auxiliary Maintenance was organized in 1946 to provide for the janitorial, furniture, and laundry needs of the on-campus student housing units. With the expansion of student housing in the Wilkinson years, Floyd Avery's staff became much larger. R. Sears Hintze, a former student custodian under John M. Paulson, later became director of Auxiliary Maintenance. In 1959, Franklin O. Nielsen was appointed business manager to assist him.

The Auxiliary Maintenance office was located in the Nielsen House in Heritage Halls until 1968 when new facilities combined the offices, shops, and warehouse under one roof for the first time. This facility was dedicated as the Auxiliary Maintenance Building. During the first years of Hintze's leadership, the laundry and the Married Students Housing Office were also part of the department.

Through the years the department has assumed various other maintenance responsibilities, including the homes, buildings, and facilities of the Spanish Fork Farm; the Dairy Products Laboratory; the meat-cutting area in the Press-Receiving Building; concessions; vending; animal science program homes; and the laundries. Some of the residence halls have now been changed from student usage to part of the Language Training Mission, but Auxiliary Maintenance still provides maintenance and custodial services for them. Auxiliary Maintenance employs 59 full-time employees and 125 students.<sup>62</sup>

## Laundry Services

An important part of Auxiliary Maintenance is Laundry Services. Between 1951 and 1962 the BYU Laundry underwent a complete change, increasing tenfold in work

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62. Most of the above material on the Auxiliary Services Complex is taken from the departmental history, "History of Business Affairs, Brigham Young University," 1972, BYU Archives, pp. 21-26.





BYU staff members ironing sheets in the BYU Laundry.

produced.<sup>63</sup> Modern equipment was purchased, and a new laundry building on the north edge of campus was completed in 1968. The laundry served housing, food services, health center laboratories, physical education, and athletics needs. In 1966 the demand on the central laundry became so great that the Physical Education Laundry was established to provide for the expanding use of uniforms and physical education equipment. This laundry has its own separate budget and is housed in the Richards Building. Although it has not engaged in commercial activities, the laundry has operated at a modest profit margin. By 1975, seven full-time employees and forty-five part-time student workers were employed in Laundry Services.

### Telephone Services

Since 1891, when the first telephone was installed on campus, telephone services have steadily grown and improved. The first telephone office consisted of a small manual board installed in the Maeser Building some time during the 1940s. This was the total system until 1952, when the telephone system was moved to the Eyring Science Center. At that time a one-position dial system was installed, and Evelyn Christensen was employed as a full-time BYU operator. The switchboard was kept open from seven in the morning until five in the afternoon.

In 1957 the Telephone Office was moved to the Smith Family Living Center and a new \$220,000 switchboard with six positions (operators) was installed. This was the largest private branch exchange in the Mountain States at that time, with 1,100 student extensions, 1,400 office extensions, 200 trunk lines with Provo, one direct line to Salt Lake City, and a complete dial system with 2,500 numbers.<sup>64</sup> Operated by three full-time operators and fifteen part-time student operators, the telephone service was extended around the

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63. Ben E. Lewis to Ernest L. Wilkinson, 7 August 1963 and 24 August 1965, Wilkinson Presidential Papers.

64. "Largest PBX System Installed at BYU," *The Monitor*, April 1957, p. 12.





Workmen checking some of the complicated equipment in the BYU telephone office.

clock. All calls for the University went through this board, including those from University housing facilities. Because of the thousands of phone calls coming in and going out, primarily on account of student usage, campus residence hall telephones were removed from the University board in 1963 and connected directly with the Provo exchange to make it possible to handle the office growth of the University.

Chief operator Evelyn Christensen retired on 31 August 1973 after more than twenty years of outstanding service. At this time James Marshall was employed as manager and chief operator. By 1975 there were sixteen switchboard positions, twelve full-time operators, and more than thirty students working part time to handle the volume of telephone service necessary for Brigham Young University, which averages about 400,000 calls per month.<sup>65</sup> The school does not offer telephone service free, but it makes no profit as it provides service to the students, subject to the charges made by the telephone company.

### **Employment Services**

Another important area under Ben Lewis's jurisdiction by 1967 was the University Personnel Services, which is maintained without expense to students. So many students need part-time employment and so many graduates have limited facilities for obtaining employment that this service has become of major significance on campus. The office grew from three major responsibilities: the need to find part-time employment on and off campus for students still in school, the need to staff the growing University, and the need to assist graduating students in finding favorable career employment opportunities.

At the beginning of the Wilkinson Administration only the College of Education operated a placement bureau, and that was primarily designed for prospective teachers. In October 1951, William F. Edwards strongly recommended that a sepa-

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65. Dallin H. Oaks, "A Wise Steward," preschool workshop address to faculty, 1974, p. 9.



rate placement department be established for all students on campus. The advantages for graduating students were obvious: other schools with active placement departments were faring better than BYU in placing graduates, placement departments offered students a wider range of job opportunities, higher-paying jobs or better career beginnings were made available through a placement department, numerous contacts with firms could be maintained by a placement department, and companies seeking new members of their staffs preferred working through a placement center.<sup>66</sup> Edwards further pointed out that a “carefully planned, organized effort to develop the maximum job opportunities” would assist students seeking part-time employment.<sup>67</sup>

Acting upon Edwards’s recommendation, the administration established a centralized placement office to be known as the Placement Bureau in September 1952. B. Keith Duffin was appointed director, a position he still holds. Duffin had been assistant to Herald L. Carlston, placement director at the University of Utah. Initially, the Placement Bureau concerned itself with improving the student employment problem. With Duffin’s appointment, James R. Clark, who had been appointed chairman of student employment in 1947, returned to full-time teaching. Duffin immediately began a campaign to find more student jobs. The goal was to make employers conscious of the University as a source of good employees. Tactics included articles and advertisements in local newspapers, radio programs, speeches before local businessmen’s clubs, placards in shop windows, contacts by University student service organizations with selected businessmen’s and women’s groups, and reminders to students to leave part of their day free so they would be available for work.

These efforts paid off dramatically beginning with fall quarter 1952. The number of students placed in part-time employment increased by 685, or ninety-five percent in 1952

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66. William F. Edwards to Ernest L. Wilkinson, 23 October 1951, Wilkinson Presidential Papers.

67. *Ibid.*

over the same period in 1951. The most dramatic increase came in the number of students placed in part-time, off-campus positions. The number in 1952 increased by 254 jobs, or 309 percent, from 1951. The trend that started with the early campaign has continued, as evidenced by the following figures:<sup>68</sup>

<b>Academic Year</b>	<b>Students Applying for Work</b>	<b>Students Employed on Campus</b>	<b>Students Employed off Campus</b>
1952-53	3,457	1,914	936
1955-56	4,293	2,800	1,207
1960-61	6,110	4,150	1,020
1965-66	10,716	7,745	1,168
1970-71	11,550	9,721	2,042
1973-74	11,266	12,483	3,074

Beginning in 1953, Placement Bureau approval was required for hiring nonacademic staff employees. Qualifications included professional skills and abilities, conformity with the Church standards, good health, and ability to work well with others. Extensive studies were made, jobs were classified, and salary inequities were rectified. The classification of these jobs resulted in improved recruiting, and periodic surveys of wages paid by other employers, along with other factors, resulted in a steady improvement in wages paid to staff employees.

Realizing the need for a uniform set of policies to regulate employee activities, a policy and procedure handbook for nonacademic personnel was produced in 1954. It provided information about the University and its policies in relation to vacations, sick leave, holidays, free classwork, activity cards, and standards of employment. Under the direction of a personnel committee, these policies have been continually monitored and updated.

During the 1967-68 school year, two new offices were established to provide an even wider range of services to University

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68. Don Lyman to Richard Bennett, 11 April 1975, Centennial History Papers, BYU Archives.





B. Keith Duffin advising a student  
at the BYU Placement Center.

employees. The Benefits Office consolidated, organized, and coordinated the various University benefits programs which, to that time, had been administered by several different offices. An expert staff was developed to provide information and help to University employees needing assistance in connection with their benefits program. A special Training Office, organized to provide training and workshop experiences as well as a variety of other services aimed at improving employee performance and morale, also became a part of the Placement Bureau during the 1967-68 school year. One of the initial responsibilities given to the Training Office was that of developing and promoting a management by objectives program with the employees of the auxiliary, business, and communication services. In addition, the Training Office was given responsibility to publish *The Communicator*, an employee paper which was distributed quarterly to all full-time employees of the auxiliary, business, and communication services. Inspections of work areas were conducted by Training Office personnel, and reports were developed and shared with the heads of the inspected departments. The wisdom of developing these new offices became apparent as the University continued to grow. From 172 staff employees in 1951-52, the nonfaculty staff grew to 502 in 1959-60, to 1,026 in 1969-70, to 1,357 in 1974-75, and to over 2,000 in 1975-76.

The placement office has gained national recognition for its work. Keith Duffin served on the board of directors of the Western College Placement Association for twelve years and was president of the Rocky Mountain College Placement Association in 1955. He also served as president of the College Placement Council, the national body of college placement workers and leading employers of college graduates. The activity of the placement center is shown by the fact that in 1968-69 there were 35,677 positions listed with this center, 3,042 persons who registered for career placement, 1,089 employer visits, and 13,602 interviews conducted.<sup>69</sup> As of May 1969, forty-one of the fifty largest corporations in the country

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69. "Placement Center Annual Report, 1968-69," BYU Archives, p. 27.



recruited on the BYU campus, as well as nine of the ten largest western banks, five of the nation's largest department store chains, all of the large national insurance companies, all eight of the largest accounting firms, and representatives from many school districts, both at home and abroad. Two national corporations informed the school that, because of the quality of BYU graduates they employed, they thereafter expected to recruit only on the BYU campus.

In 1964 when the Western College Placement Association conducted a survey among 270 major western employers to determine the effectiveness of college placement offices, BYU's placement center received the highest overall rating among the fifty-seven colleges with an enrollment of 10,000 or more which were ranked.<sup>70</sup> When the survey was repeated four years later, the BYU center again received the top rating.

With the appointment of Ben E. Lewis as vice-president for business affairs on 17 January 1969, the placement center and employment office together became the Department of University Personnel Services, with B. Keith Duffin as director. In view of the unusual success of the placement center and employment office in finding part-time jobs for students still in school, providing the nonacademic staff of the University, and providing assistance to graduate students in finding favorable career employment opportunities, the new department was given the added responsibility of recruiting and recommending the employment of administrative personnel.

### Office of University Relations

Until January 1955 there existed no coordinating center for an effective public relations program on campus. From the uncoordinated public relations organization of the McDonald Administration, many separate departments performing public relations functions had branched out, including Public Services, the News Bureau, and University Publications. Ed Butterworth of the Journalism Department, who came to BYU in 1949 after working for the *Salt Lake Tribune* and

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70. "Placement Center Annual Report, 1964-65," BYU Archives.

*Deseret News*, was asked to head the public relations office. However, the office soon became such a busy news bureau that Butterworth had time for little else. Other disparate activities, such as the Public Service Bureau (administered by W. Cleon Skousen after 1951) and the Speakers Bureau also performed a public relations function. In 1955, all of these activities were placed under one director, Dean A. Peterson. Although Peterson's field was business rather than communications, President Wilkinson felt the need for an administrator to coordinate all of the University's public relations activities, including public services (high school, junior college, Church and civic relations, and the student program bureau), with W. Cleon Skousen as director; press relations under Ed Butterworth; radio and television programs under Dr. Harold I. Hansen; the lyceum concert and lecture series under Herald R. Clark; forums and devotional assemblies; booking BYU attractions under Floyd R. Taylor; university publications; the lecture bureau; and university and professional relations.<sup>71</sup>

The News Bureau and the Journalism Department were combined until 1954, when they were divided. That same year the News Bureau ceased its printing activities, which were taken over by Ernest L. Olson and the University publications staff. The primary purpose of the News Bureau has been to serve the University in dispersing school news to the outside world. It includes four major divisions: news operations, information service, publications, and advertising. The news operations area covers, writes, and reproduces the news by multilith and takes photos and distributes these materials daily to over one hundred newspapers, radio and television stations, wire services, and magazines, in order to present the BYU story in an interesting, favorable, and informative way. The information service is a collecting agency of news items relating to BYU specifically, as well as to the Church and Utah in general. The publications office produces the president's

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71. "Dean Peterson Named Public Relations Head for Brigham Young University," *Provo Daily Herald*, 17 January 1955.



letter to parents, special editions of the *Daily Universe*, and *BYU Today*, the BYU alumni magazine with a circulation of 152,000. The advertising office handles the school's budget for paid advertising. In administering the News Bureau, Butterworth has able assistance from Harold O. Williams and David A. Schulthess, sports information director.

After only one year, Dean A. Peterson's services were required elsewhere and he was replaced as director of public relations by Lester B. Whetten, who remained in the position until 1965. During Whetten's tenure, bureaus that were established included Campus Tours and Conferences, the Central Mailing Department, and University Relations Publications. Central Scheduling and Mail Answering Service were later transferred to Lyle Curtis, head of the Ernest L. Wilkinson Center. Radio and television eventually found its way into the Communications Department. Campus Tours and Conferences was dismantled. On being appointed dean of the General College, Whetten strongly urged that his successor be an assistant to the president.

Stephen R. Covey replaced Whetten in 1965 as director of public relations and simultaneously held the post of assistant to the president. Training sessions were held to improve internal relations and Covey brought about a harmony which not only influenced the Public Relations Department (which was renamed the Office of University Relations), but many other operations on campus.

In July 1969, Dr. Heber Wolsey, a former Salt Lake City advertising executive, was appointed assistant to the president in charge of all BYU communication activities. He supervised Communication Services, which, because of its growth, had been transferred out of Auxiliary Services, with Darrell J. Monson as director; the University Press under Ernest L. Olson; and the Division of University Relations. Wolsey was a good administrator, highly capable and energetic. He adopted a very open attitude toward outside press and media. This policy paid rich dividends when BYU came under heavy fire for what some outsiders believed was a discriminatory policy of the school towards Blacks because of LDS Church

policy of denying them the priesthood (*see* chapter 39). Wolsey presented the BYU side of the picture very clearly and confidently. He later was asked by the LDS Church to work with Wendell Ashton in the Church communications office.

Those offices which remained a part of University Relations throughout the Wilkinson era were News Services (including sports information), Campus Tours and Conferences (dissolved in 1973), Devotional Assemblies, the Program Bureau,<sup>72</sup> Booking University Attractions, and the Speakers Bureau. In addition to those programs organized and sponsored by the Program Bureau in the 1960s such as "Curtain Time USA," "Holiday in the USA," "Startime BYU," and "Say It With Music," this organization also later supervised and sponsored the Lamanite Generation, Young Ambassadors, Sounds of Freedom, and numerous specially designed "package shows." Norm Nielsen, Program Bureau assistant director, from 1964 to 1970, was tour director of "Curtain Time USA," a Department of State-sponsored around-the-world tour in 1965. Harry Schultz also assisted with the development of the Young Ambassadors, and Klea Worsley started the "Sounds of Freedom" group in the student culture office. In the beginning, Janie Thompson gave encouragement and assistance to the International Folk Dancers, and they were originally included in Program Bureau performances.

James H. Lawrence, Program Bureau Chairman from 1958 to 1972, brought sound business judgment to the booking of University attractions and provided a valuable service in the management of most off-campus performances and tours.

Since the number of performing groups increased markedly in the late 1960s, all of these operations, including the Program Bureau, were formally placed under the general coordination of University Programs, a part of University Relations. John Kinnear, under Heber Wolsey's direction, supervised these activities and also became immediately responsible for the Program Bureau.

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72. For a more detailed discussion of the Program Bureau, *see* chapter 54.



## Student Health Center

The BYU campus, like other cities, maintains proper health care and emergency medical treatment facilities.<sup>73</sup> Student health services began during the McDonald Administration (*see* chapter 24). As in other areas, the growing needs of the school required expansion of the center during the Wilkinson Administration. Seth Smoot, who served from 1948 to 1952 under President McDonald, resigned as director of the health center to enter private practice. He was followed by Ariel Williams from Chicago, who served from 1952 to 1956. Dr. Williams was followed by Alan Barker, who served from 1956 to 1959; Richard A. Nimer, who served from 1959 to 1962; Jack B. Trunnell, who served from 1962 to 1963; and Cloyd C. Hofheins, who has served since 1963.

During the various tenures of these health center directors, a number of relatively young doctors were engaged. Most of them stayed only a short time until they were established in practice elsewhere. One exception to this is Paul Edmunds, who had had considerable medical experience before coming to BYU. He was employed in 1957 and is still on the staff. Although he could have made much more money in private practice, he loves the students and has been devoted to his work at the health center.

The first director of nurses was Vera Mason (1931-57). She was followed by Barbara Williams (1957), Lucille Shaw (1957-59), Louise Holman (summer 1959), Betty Ashby (1960), and Alma Schofield (1960). In 1961 the present nursing director, Meryle Wiley, was appointed. At that time there were six nurses. Since then there has been an increase of one or two registered nurses per year. The duties of the nurses have changed since Dr. Hofheins arrived in 1963. Dr. Hofheins, with Miss Wiley, worked to transform the nurses into assistants, counselors, and health teachers. Nurses not only supervise health center traffic and perform routine

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73. While not administered as a part of Auxiliary Services, the Student Health Service is discussed here because it is funded by a fee separate from tuition.

duties, but they communicate with patients, serving as a part of a teaching and counseling team. Miss Wiley has instituted in-service programs which have grown from nursing in-service training to complete in-service programs for the entire staff. The nurses have had contact with the counseling department of the University, which has helped them develop counseling techniques. Because of the time and economic factors involved, doctors do not always delve into the emotional or psychological needs of the patients; therefore, the nurses work to develop sensitivities in these areas.

When Dr. Hofheins became director in 1963 the nonmedical advisory board was dissolved, and the governing of medical affairs reverted to the Student Health Center director, who was responsible to the dean of students. Since that time, significant growth has occurred, resulting in the placement of seven full-time doctors on the staff. Each doctor now practices in an office area, with an appointment schedule, a receptionist, and a registered nurse. In addition to the full-time physicians, doctors from the surrounding area visit the health center one or more times a week as consulting physicians. Specialty clinics have been established in ears, eyes, nose, and throat; gynecology; general surgery; dermatology; orthopedics; internal medicine; and podiatry.

The mental and emotional problems of students also were treated as part of the growing program to assist students in maintaining good health. Carlos Madsen was the first psychiatrist employed part time on a consultant basis by the health center, and he was followed by Marlow Harston, Joseph Smith, and Robert Crist. These men usually spent one day per week ministering to BYU student needs. Additionally, the Personal Development Center assigns a counselor to work at the Student Health Center part time.

In 1965, physical examinations of all entering students by the health center staff were discontinued because of lack of medical personnel. Instead, health questionnaires from the students' family doctors were used for two years. The need for a preentrance physical was again established at the end of the





Dr. Paul K. Edmunds and a nurse  
examining a patient at the BYU  
Student Health Center.

two-year period, but these examinations were performed by the private physician of the student's choice.

In December 1968 a nurses' clinic was initiated. The nurses screen all patients and determine those who need to be referred to a physician. Nurses examine patients with complaints such as colds and other minor illnesses, order lab tests, evaluate the condition of the patients, and give advice and nonprescription medication.

In September 1968 a tuberculosis eradication program was started by the Student Health Center, and all students, faculty, and staff on campus were given tine tests at registration. When tests were checked, all positive reactions were investigated by a registered nurse, who, under the State Tuberculosis Eradication Program, placed patients on medical treatment (Isoniazid) for one year. Follow-up x-rays and monthly checkups were a part of the treatment.

A major change in health care came in 1971 when in-patient care was discontinued. Until that time there had been from fifteen to eighteen beds at the health center. All students needing hospitalization after 1971 were referred to Utah Valley Hospital. This gave additional space for the out-patient service provided by the center and freed the health center staff to care for the large number of daily visits.<sup>74</sup>

The Student Health Center has endeavored to improve its services over the years.<sup>75</sup> Unfortunately, because of the large

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74. Much of the above discussion concerning the Student Health Center is taken from "Centennial History, Dean of Student Life," unpublished typescript, BYU Archives, pp. 39-50.

75. During the mid and latter 1960s there was a series of complaints that temporarily tarnished the Health Center's reputation. Many students and some local bishops criticized what they felt to be an overly casual, unconcerned attitude toward students (Ernest L. Wilkinson to Richard L. Anderson, 5 November 1965). Various articles appeared in the student newspaper expressing criticism. There was some evidence of poor treatment. The feeling was rather widespread that the facilities were inadequate and the number of resident physicians insufficient to meet University needs. Indeed, the fact that the American College Health Association did not certify the University health program because of these deficiencies was one powerful reason for the move to turn the health center hospital over to Utah Valley



number of people using the facility (in 1970-71 there were 62,480 individual visits to the center, and in 1973-74 there were 60,007),<sup>76</sup> doctors and nurses cannot spend as much time with or give as much personal attention to every student as they would like. Nonetheless, the help and care are available when needed.

The cost of most of these health services has been financed by tuition and student fees.<sup>77</sup> Students are also strongly urged to purchase student health insurance, which has on many occasions served as a buttress against staggering medical costs.

### Financial Services

Like other universities, BYU provides many financial services. The history of the treasurer's office extends back to the organization of Brigham Young Academy. Harvey H. Cluff, one of the original Trustees, was elected treasurer of the Board, serving until 26 May 1879, at which time he resigned to become a mission president in the Sandwich Islands. Albert Jones was appointed to take Cluff's place and evidently served only a short time; minutes of a Board meeting in 1881 show Wilson H. Dusenberry as secretary and treasurer. When Cluff returned from his mission in 1882, he resumed his responsibilities as treasurer, serving until he was appointed superintendent of construction for the Academy Building in 1891. Wilson H. Dusenberry became secretary and treasurer in 1891, which position he held until 1906. E. H. Holt was

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Hospital, thereby allowing for an adequate out-patient clinic (Glen E. Roundy, "Annual Report, 1966-67" of the Student Health Center, 30 October 1967. *See also* BYU Board Executive Committee Minutes, 23 May 1968). Through improvement of facilities and cooperation with the local hospital, services improved.

76. The average BYU student visits the health center 2.2 times per year. The national average is 4.5 visits per year per college student (Cloyd Hofheins to Richard Bennett, 20 June 1975, Centennial History Papers, BYU Archives).

77. Until 1965, the total health center costs were met by a student fee that was paid as part of tuition. In 1965 the health fee stood at \$10 per semester, plus \$2 charged students using x-rays and lab tests. In 1973 the health fee was \$7.50 per semester, including laboratory tests.

appointed treasurer in 1906 and secretary in 1921; he held both positions until his death in 1938.

Kiefer B. Sauls came to BYU as a student from Louisiana in 1911, and, upon Franklin Harris's request, went with him to Utah State Agricultural College in 1917 to work as his part-time secretary in the Utah State Agricultural Experiment Station while finishing his business degree. He returned to BYU with President Harris in 1921 and served as his secretary and purchasing agent until 1938, when he was appointed secretary and treasurer. He was released as secretary in 1954, but continued as treasurer until he resigned from the position in 1971. Sauls was succeeded by Ferrin L. Orton. Sauls continued to serve in other capacities until 31 August 1972, when he retired. His career with the University covered more than fifty years of service. During this time he initiated a number of programs, such as the dairy, laundry, press, and photo studio.

The work of the treasurer was carried on primarily as a public service for the first thirty years of the school's history. Harvey Cluff's major income was derived from a number of private enterprises at the Academy. Faculty members, designated "deputy treasurer," probably received tuition payments. E. H. Holt was the first full-time employee to serve as treasurer, but his work as treasurer was not a full-time job, for he also served as secretary to the president, secretary to the faculty, and did some teaching. Increased enrollment at the beginning of the Harris Administration required a full-time treasurer and, after a few years, the addition of accounting and cashier help. At this time Carma Ballif, graduate of the College of Business, took over much of the accounting and cashier work. At the death of E. H. Holt she was given full responsibility for the work, which required a staff of at least three additional people. With the precipitous climb in enrollment and housing in the McDonald period, the treasurer's office became involved in the student housing, food services, laundry, printing, and milk processing operations, in addition to working with a comparable expansion in the academic area. The office was then housed in the Maeser Building and had supervision of the following departments: housing, printing,



laundry, payroll, milk processing, cafeteria, photo studio, purchasing and receiving, accounts payable, and cashier's office.

Under the Wilkinson Administration all of the departments expanded concurrently, necessitating a larger staff. When Ben E. Lewis came to the University in 1952 as associate treasurer, he took charge of auxiliary operations, reporting directly to President Wilkinson. Until the fall of 1957, the treasurer's office was responsible to vice-president William F. Edwards. After President Edwards left to work with the First Presidency in 1957, Joseph T. Bentley was chosen comptroller and supervised the treasurer's office. By then the office was in charge of the cashier's office, payroll, and accounting and machine data processing. The student loan program and the telephone operation later became associated with the treasurer's office.

On 26 July 1954, C. Joseph Rowberry joined the staff of Brigham Young University and was given the assignment of head cashier, and the area in the basement of the Maeser Building was remodeled to house the new cashier's office. It soon became apparent that Rowberry's abilities far exceeded his responsibilities, and he was appointed head of the accounting department. Muriel Thole was given the position of head cashier, a position she still held in 1976.

In January 1954 the payroll checks were for the first time printed by IBM machines. In March 1954, MacCene Grimmer became payroll supervisor. When the IBM machines first started running the payroll checks, the checks came off the machines in long, continuous forms. Employees in payroll and the treasurer's offices reported to work at four or five in the morning to have checks ready for distribution at eight o'clock. By 1974 there were more than 9,000 employees obtaining checks on campus. For many years the payroll office was also responsible for handling the campus insurance program, the retirement program, and all fringe benefits.

In 1954, Carma Ballif left the University to fill a mission, and on July 1 of that year Harold Western, who had been working in the bookstore as an accountant, was transferred to

the treasurer's office. Under the direction of Kiefer Sauls, he became supervisor of the accounting portion of the office and converted the accounting records from a hand method to a machine method, using IBM data processing equipment. On 15 July 1955, Western left BYU to engage in private business, and C. Joseph Rowberry was moved from the cashier's office to become supervisor of the Accounting Department. In 1956, Allan Blodgett, who had worked as a student in the treasurer's office, joined the staff full time. Lyman Durfee, a graduate of BYU, joined the accounting staff that same year. Blodgett soon became an assistant to Joseph T. Bentley and then was called into military service; at that time, Lyman Durfee assumed Blodgett's position in the comptroller's office. Durfee's responsibilities included preparing the budgets for the University and the budgets and audits of the total Church Educational System. Blodgett returned to the University after his military service but was subsequently called into the Church Auditing Department. He is presently serving as comptroller for the entire Church. Under the direction of Joseph Rowberry, a complete new account code system was developed, and modernized accounting methods were instigated.

In July 1952 the University examined the possibility of using IBM units to assume some of the manual work involved with payroll checks, budget reports, and other statistical reports. That same month, Rulon Brough joined the staff to introduce new programs possible on the machines. The machines were installed in the basement of the Maeser Building, and the experiment succeeded so well that it was tried in other administrative areas such as record-keeping in the office of admissions and records and registration. With Bliss Crandall's appointment in 1955 as dean of admissions and records (he was a specialist in data processing), the responsibility for all data processing was transferred from the treasurer's office.

In the fall of 1966, Joseph T. Bentley, comptroller for the University, was appointed comptroller of the Church Educational System under Harvey L. Taylor, who was responsible



for all Church educational units except BYU. President Wilkinson gave Ben E. Lewis, who was already vice-president for business affairs, the added responsibility of Bentley's duties. For the first year following this change, all of the areas within the scope of today's Financial Services Department reported directly to Lewis, who had become executive vice-president. It was soon obvious that close supervision of all these functions, in addition to those of Auxiliary Services, was a virtual impossibility for Lewis. Accordingly, on 27 February 1967, Lyman J. Durfee was appointed director of financial services. In 1975 the department had seventy-five full-time and forty-nine part-time employees.

## **Purchasing**

The Purchasing Department did not become a separate division until 1 July 1921, when Kiefer Sauls, President Harris's personal secretary, was appointed purchasing agent. Part-time student employees, many of whom later served in important University positions, assisted Sauls in processing orders. Among them were Edwin R. Kimball, Fred Dixon, Bryce Orton, and Cornelius R. Peterson. Besides his duties as purchasing agent, Sauls also filled the position of secretary and treasurer to the Board of Trustees from 1939 to 1952. With Ben Lewis's appointment as associate treasurer in 1952 and his assumption of responsibility for both food services and housing, he was also given responsibility for the Purchasing Department.

Following tenure in the Maeser Building from 1926 to 1951, the Purchasing Department was moved to the Eyring Science Center and then to the Herald R. Clark Building in 1952. These limited facilities were used until 1962 when the Abraham O. Smoot Building was completed and Purchasing was assigned to the entire north half of the C wing on the ground floor. Not long after moving to the Smoot Building, the Purchasing Department was placed under the supervision of Fred Schwendiman, director of Auxiliary Services. In 1946, Cornelius R. "Neal" Peterson was appointed purchas-

ing agent, a position he still holds. By the beginning of 1955 the department included seven full-time and five part-time employees. That same year, James Hill was employed full time as buyer of food and related items. He was replaced by William Harrison, who was followed by A. Roy Boulter. The growth of food services necessitated increased buying specialization; in fact, the growth in all areas demanded expansion of the Purchasing Department. In 1956, Hilton Robertson was assigned to handle purchasing for the physical plant and housing departments, while Keith Munk supervised general and academic purchasing. Others were added as the needs required.

In 1960, D. L. Melville was employed to serve as liaison between the Purchasing Department and the various colleges and University departments and between Purchasing and the business community. Melville also did buying in the areas of motor vehicles, memberships, subscriptions, and publications, and with the resignation of Keith Munk to accept a position at Utah State University in 1963, he assumed responsibility in scientific, electronic, and other academic areas.

During the early 1960s, the Church, like the University, was experiencing a tremendous expansion of facilities and services. In 1966, Gordon Burt Affleck, Church purchasing agent, was asked to institute a Church-wide purchasing training program and to coordinate purchasing between all segments of the Church. Because of buying policies it had developed, BYU played an important part in this new program. Among its innovative policies were confidential bidding practices and product evaluation programs. Accordingly, the University and, particularly, the Purchasing Department were asked to supply key people to assist on various committees. The BYU Purchasing Department played a big role in the purchasing program for the entire Church Educational System. More recently it has been integrated into the centralized Purchasing Department for the entire Church.

With the growth of the University and the increasing expenditure for equipment and supplies, the need for an adequate Receiving and Delivery Department became urgent. In



1950 a large quonset building was erected on the hill northwest of the new Social Hall Building. This warehouse was partitioned in the center and shared jointly by the Receiving Department and Physical Plant. When it became necessary to store large quantities of food, custodial supplies, and office furniture, a Stores Department was created to purchase and store food and food-related items. The department operated on a two percent markup basis to cover stocking and handling. As the need for more space increased, Physical Plant reluctantly moved the partition in the quonset building south to the three-quarters point and in 1963 turned the entire building over to the receiving operation.

The Receiving Department continued to work out of the quonset building until July 1968, at which time it moved into its new building on 1700 North, adjoining the University Press. This new facility, under the direction of Roger Sundquist, has ample accommodations for the Receiving Department, the Stores Department, furniture storage, and an area for surplus University property held for off-campus sale. It has four truck access doors. A total of 121,984 packages were processed and delivered by the department during the 1971-72 budget year.

From a one-man operation in 1921, the Purchasing Department grew to the point that by 1972 it employed eight full-time buyers; ten full-time secretaries, typists, and clerks; five full-time employees; and a number of part-time student employees at receiving. Purchase orders increased from 4,650 in 1951 to 25,924 in 1972. Expenditures have similarly increased to a total of over \$10 million in 1972, which included purchase orders, direct checks, standing orders, and food purchases.<sup>78</sup>

### **Division of Instructional Services**

The Division of Instructional Services, created in 1972, was

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78. Most of the above material on the Purchasing Department is taken from "History of Business Affairs," unpublished typescript, BYU Archives, pp. 45-56.

the product of several departments which began in 1965. The first step toward the unification of these services came in March 1965 when Ben E. Lewis requested Darrel J. Monson, chairman of the Electrical Engineering Department, to become director of the Division of Communications Services, the forerunner of the present Division of Instructional Services, which in 1965 included Broadcast Services, the Motion Picture Studio, the Photo Studio, the University Press (which became a separate organization in 1967), and the Audio-Visual Center. Monson agreed, and in 1973 he was appointed assistant academic vice-president for learning resources. In December 1975, Monson passed away after a long illness.

### **Electronic Media Services**

The history of instructional services in the form of visual aids dates back to 1924 when a small collection of charts and lantern slides was made available to the faculty. In 1933, Ellsworth C. Dent, director of the Audiovisual Bureau at the University of Kansas, came to Brigham Young University and organized BYU's audiovisual materials into one of the finest departments in the Rocky Mountain area. The first audiovisual center was located in the Education Building on lower campus. Among the items of equipment belonging to the department was a thirty-five millimeter camera originally owned by Rudolph Valentino. In addition, the first sixteen millimeter camera was purchased in 1933, and the first football game filmed that year. Besides the filming of football games, other attempts in the 1930s included a slow-motion film of the state high school typing championship contest, the twenty-fifth annual invitational track meet, a film for the Boy Scouts of America, and a film on creative dancing.<sup>79</sup> During the early part of the Wilkinson Administration, the rapid growth of the audiovisual center continued, especially in the areas of circulation, equipment, and personnel. By 1958 the services of the center were extended to seven western states

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79. "Centennial History, Division of Instructional Services," 1972, unpublished typescript in BYU Archives, pp. 2-3.





A student taking advantage of some of the electronic media services offered in the Harold B. Lee Library.

and three foreign countries, with a catalog circulation of 3,511.<sup>80</sup>

In 1959, LeRoy R. Lindeman was appointed director of the audiovisual center, replacing Clarence Tyndall. Until 1965 the center was under the direction of the College of Continuing Education, but that year it became a major component of the Division of Communications, with the title of Educational Media Services. R. Irwin Goodman replaced Lindeman as director of the center in 1965; supervising an audiovisual library with more than 10,500 films, filmstrips, and recordings. The Graphics Department assisted with maps, charts, graphs, and posters. Functions of Educational Media included providing audiovisual aid to the faculty, distributing Church-produced and other films throughout the United States, and offering its educational film library to Utah schools. J. Sterling Astin was named director of the department, and an information retrieval system was created in 1970. The system was centered in the fifth floor of the library and at other designated areas. Students using headphones and a dial system could plug into class lectures, supplementary class material, devotional and forum speeches, background music, and even weather reports.<sup>81</sup>

Because of the infinite teaching possibilities which electronic media afford and because of increasing demands on campus, Educational Media Service has spawned new departments and divisions. One of these is the Division of Communications, one part of which is the Communications Systems Department. This department was assigned audio repair, engineering design of new installations, and all recording functions, including the school's entire public address system.<sup>82</sup> Dean M. Austin, current director of the Electronic

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80. Ibid., pp. 5-6.

81. "Dial Access Starts at BYU This Fall," *BYU Daily Universe*, 22 March 1968. For a more complete description of this retrieval system, see David Gallacher, "A History of the Instructional Media Facilities from 1920-73, as They Relate to the Development of the Learning Resource Center Concept at Brigham Young University" (M.A. thesis, Brigham Young University, 1973).

82. Some interesting projects of this department include laying 200 miles



Media Department, has provided strong leadership in this field for many years.

### **Photo Studio**

The forerunner of the Photo Studio was a photography class that Wayne B. Hales offered as a part of the Physics Department curriculum in 1932. In 1935 the Photo Studio was established under Joseph Boels to do commercial work and take pictures of BYU students for the *Banyan* each year. During these early years the Photo Studio was a part of the Physics Department. In 1954 the studio moved from the Art Building on lower campus to improved facilities in the Eyring Science Center. In 1967, two years after being absorbed into the Division of Communication Services, the Photo Studio acquired a new automatic film processor that greatly accelerated news photography and other priority work. That same year, James Walker was appointed director. He remained in that position until 1969, when he was replaced by George Hampton.

In 1970, Graphic Services was separated from Educational Media Services and combined with the Photo Studio, forming an entirely new department, Instructional Photo/Graphics. J. Leroy Walker became director of the department, whose responsibilities included production of all visual aids, transparencies, slides, graphs, and charts, including graphic material used in BYU television productions. In 1972 the department opened a media preparation laboratory for student use.

### **Broadcast Services**

The year 1946 marked the inaugural broadcast of a University-sponsored radio station in Provo, under the lead-

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of cable to allow sound transmission from the Herald R. Clark Building to anywhere on campus, the transmission of assemblies to other buildings, the playing of the national anthem every morning and evening, telelecture facilities, operating a public address truck, custom tape editing and dubbing, and building sound systems and broadcast services ("New Dept. is Created," *BYU Daily Universe*, 20 October 1965).



Students broadcasting a program over  
radio station KBYU during the  
1954-55 school year.



ership of T. Earl Pardoe and Owen Rich of the Speech Department, and resulting from the energetic drive of a handful of students. Pardoe had been introduced to radio while completing his studies toward a master's degree at the University of Southern California. While a student, Rich had become Dr. Pardoe's broadcasting assistant and was made responsible for the broadcast studios and for teaching courses in studio techniques and control room operations.<sup>83</sup> Upon Rich's return from military service in 1946, he set up a studio on lower campus, a carrier-current system for KBYU which was a key event in developing radio on campus.<sup>84</sup> The system tied Allen Hall and Amanda Knight Hall to the studio in College Hall, providing an audience of approximately fifty listeners. With the encouragement of Dr. Pardoe, the participating students organized themselves into the BYU Radio Club, with Lester Card as first president in 1946. Early that same year, BYU was invited to join the Intercollegiate Broadcasting System.

Although faculty members served as advisers, "It was intended that the organization and staffing of the new campus station, KBYU, would be under the direction of the Radio Club."<sup>85</sup> During Christmas vacation in 1947 the studio moved to the Speech Center in the Butler Huts on upper campus. Broadcasting began again on 12 March 1948, with a listening audience that included not only Amanda Knight and Allen halls, but also the new girls' residence unit, later called Knight-Mangum Hall. In the summer of 1948, KBYU increased its coverage to include parts of Provo. At this time the student-operated facility was a ten-watt, carrier-current station, the first such facility west of the Mississippi.

In 1958, BYU purchased an FM radio transmitter from

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83. W. Eugene Manning, "The History of Broadcasting Education at Brigham Young University to 1962," (M.A. thesis, Brigham Young University, 1973), p. 44.

84. In 1952, Rich obtained his master's degree in television production from the University of Southern California. In 1963 he obtained his Ed.D. degree from Penn State (Owen Rich biographical file, BYU Archives).

85. W. Eugene Manning, "The History of Broadcasting Education at BYU," p. 50.

Snow College and made application with the Federal Communications Commission for a license to operate an FM station. In 1960, FCC approval was granted, and BYU began FM broadcasting under the call letters KBRG-FM. The requested KBYU call letters could not be acquired because they were still reserved by a Liberty Ship put in mothballs after World War II. Permission to use the KBYU call letters was finally granted, and radio station KBYU-FM officially began broadcasting on 9 November 1960. With Owen Rich's departure for graduate study, T. M. Williams was appointed director of the radio and television center. When Rich returned in 1961, the service and academic areas were divided, with Williams placed in charge of the service department and Rich over the academic broadcasting area. This was a significant advancement since it enabled KBYU to broadcast programs produced by major universities through affiliation with the National Association of Educational Broadcasting Network.<sup>86</sup> In addition, improved facilities enabled the station to reach a large portion of Utah's listening audience.

### KBYU-TV

Brigham Young University, along with many other leading American universities, has recognized television's vast potential in the academic world. Through this medium classes can be broadcast to reach many more students than one teacher could ever reach in a single room, so BYU's serious space problems could be partially solved by using television courses. Not everyone agreed that television could take the place of a live instructor, but most could appreciate that some classes, especially survey classes in fields like history, physics, and religion, could be offered on television. This would save room for advanced classes requiring more personal communication between student and teacher and would save funds expended for faculty salaries. Television also could be used for closed- and open-circuit educational purposes. By using closed cir-

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86. "KBYU Gets Construction Okay, Installing to Commence Pronto," *BYU Daily Universe*, 17 February 1960.



cuit, Continuing Education could reach large audiences off campus and give coursework over the air. BYU athletic contests, forums, devotionals, concerts, movies, and training programs could be broadcast to large audiences.

In 1952 the administration began exploring means of implementing an educational television facility. There were two alternatives. BYU could become affiliated with state institutions and schools in the operation of educational television, or the school could associate with radio station KOVO in Provo to obtain a television station independent of other universities.<sup>87</sup> President Wilkinson favored the second alternative because he desired BYU to remain independent of secular programming guidelines and philosophies which he felt might be imposed by public institutions or agencies. Because of financial considerations and other reasons, including President David O. McKay's preference, the school finally chose to cooperate with other universities to sponsor an educational television station.

The concept of having one educational television station for the use of all three major universities in Utah had been considered for some time. But not until November 1952 did the BYU Board of Trustees authorize the school to investigate the costs and the feasibility of the arrangement.<sup>88</sup> After ascertaining the legality of state legislation creating a state television commission and determining that a bill creating such a control body could legally provide for participation of a private institution on a parity with state institutions, the Executive Committee of the Board of Trustees approved a cooperative arrangement.<sup>89</sup> However, in 1953, Governor J. Bracken Lee vetoed legislation that would have established a state television commission. Educators and others interested in educational television then organized a nonprofit corporate educational television foundation to raise funds for constructing and maintaining an educational television station. BYU, "in accordance with the expressed desire of President

87. BYU Board of Trustees Minutes, 14 November 1952.

88. Ibid.

89. BYU Board Executive Committee Minutes, 30 January 1953.

McKay," participated in formulating plans and promised its financial support,<sup>90</sup> provided that it could obtain rights for use of the station "commensurate with its contributions."<sup>91</sup> Arch Madsen of radio station KOVO, who had done some part-time teaching at BYU, was selected as BYU's representative on the board of directors of the Utah Educational Television Foundation, which was formed on 13 July 1953.<sup>92</sup>

Because of the cost involved in establishing a station and because the representatives could not reach a unanimous decision as to the location of the facility and the method of programming, no progress was made for three years. In the meantime, special BYU programs were broadcast over KSL-TV and radio in Salt Lake City, a CBS-affiliated station owned by the Church.<sup>93</sup>

In late 1956 the University of Utah, under the leadership of President A. Ray Olpin, obtained authorization from the Federal Communications Commission to establish KUED, channel 7, on its campus as Utah's first educational television station. When he heard the news, President Wilkinson, who was recuperating in California from his heart attack, wrote Olpin, "I think it would have been much better to have gone through with the original plans of the Utah Educational Foundation, and all educational institutions have built this television station together."<sup>94</sup> Although it was agreed that the University of Utah would arrange "a schedule of rotation to permit all educational organizations fair usage of the station,"<sup>95</sup> Wilkinson felt strongly that BYU should have a television station of its own. Early in 1957, BYU requested that KSL-TV sell or give to the school its outdated television

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90. Ibid., 28 May 1953.

91. BYU Board of Trustees Minutes, 18 May 1953.

92. BYU Board Executive Committee Minutes, 25 June 1953.

93. Ernest L. Wilkinson to Henry Isaksen, Owen Rich, Dean Peterson, Dean Lloyd, and Harold I. Hansen, 24 October 1955, Wilkinson Presidential Papers.

94. Ernest L. Wilkinson to A. Ray Olpin, 2 January 1957, Wilkinson Presidential Papers.

95. Clyde D. Sandgren to Ernest L. Wilkinson, 3 January 1966, Wilkinson Presidential Papers.



equipment.<sup>96</sup> Wilkinson's enthusiasm for a station received increasing support from the Board, but the most significant event leading to the establishment of educational television on campus was the school's purchase of KLOR-TV, channel 11, of Provo. For some time in the late 1950s, KLOR-TV had been experiencing severe financial trouble, eventuating in its bankruptcy. Aware of both KLOR's plight and BYU's resultant opportunity, President Henry D. Moyle proposed that BYU acquire either full control of the station or share control with the LDS Church.<sup>97</sup> In June 1961, BYU was authorized to purchase all of KLOR's equipment and its license. By the end of 1962, the University had completed the purchase of the station from Beehive Telecasting Corporation.<sup>98</sup>

The task of preparing facilities and enlarging transmitting capabilities fell on the shoulders of Tess "Tad" M. Williams, who became director of the Radio and Television Division, a forerunner of Broadcast Services. Though disappointed with many delays, Williams and his associates persevered in establishing a full educational television program on campus. Although the FCC had granted BYU the assignment of station KLOR-TV in September 1962 and had given approval for the call letters KBYU-TV, technical difficulties relating to new transmitter facilities caused the school to request permission to remain silent until 31 October 1963.

Construction problems caused further delay. Finally, in July 1964 the FCC granted a construction permit to BYU, authorizing the school to activate a noncommercial educational television station on Mt. Vision in the Oquirrh Mountains, near the Bingham copper mine west of Murray, Utah. Construction on KBYU-TV began at once, and radio and television studios eventually were housed in the Harris Fine Arts Center. The station was authorized to operate at the minimum power allowed, 166,000 watts, comparable to that

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96. BYU Presidency Meeting Minutes, 16 February 1957, BYU Archives.

97. BYU Board Executive Committee Minutes, 24 November 1959.

98. BYU Board of Trustees Minutes, 7 November 1962.

of many commercial stations.<sup>99</sup> This power was, however, reduced because of the existence of another channel 11 educational station in Idaho. By 27 January 1965 the effective radiated power was 49,000 watts visual and 9,800 watts aural, giving a coverage pattern extending beyond Nephi, Utah, on the south and the Idaho border on the north.

Following preliminary equipment testing of KBYU's facilities, the FCC gave final clearance necessary for operation of the television station on 8 November 1965.<sup>100</sup> In September 1966, Earl J. Glade, Jr., was appointed director of Broadcast Services. Glade, whose father was instrumental in founding KSL, was recruited from Boise, Idaho, where he had pioneered radio and television as general manager of KBOI-AM-FM-TV. Glade guided Broadcast Services through some of its busiest years. With later shifts of assignment, Bruce Christensen was named his successor.

Channel 11 is affiliated with the Public Broadcast Service (PBS), a national organization which replaced National Educational Television (NET). Programs such as "Mister Rogers' Neighborhood," "Sesame Street," "Electric Company," "Masterpiece Theatre," "Nova," and many more are distributed through PBS. KBYU also produces several local television programs, including BYU devotionals, news, sports, drama, and musical productions. BYU Broadcast Services receives daily news from the national wires of United Press International.

In the fall of 1971, under the Oaks Administration, the Instructional Television Services Department was created by separating the instructional television production functions from Broadcast Services. Instructional television activity started in 1964 when history and religion lectures were videotaped for playback on a large Eidophor screen. As demands for production increased and more subject areas became involved, new formats developed. Harold R. Hickman was named director of the Instructional Television Services De-

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99. "FCC Grants Work Permit To Activate KBYU-TV," *Deseret News*, 23 July 1964.

100. BYU Board of Trustees Minutes, 3 November 1965.



partment, which began producing videotapes for playback on several systems. Most of the programs were produced on videotape and could be shown by closed-circuit television before large classes, in the library as part of the information retrieval system, or broadcast on the air for home reception. The department also provides instructional television courses live to the BYU Salt Lake Center in cooperation with Continuing Education. Such off-campus broadcasting is accomplished through the use of a microwave beam from the classroom in Provo to receivers at the Salt Lake City facility.

### **Instructional Research, Development, and Evaluation**

At the time the University Press was transferred from the Division of Communications in 1967 to become an autonomous unit, the Instructional Research and Development Department was added to the division. Dr. Irwin Goodman was the prominent force in developing this department. David Merrill was a key figure in departmental operations. One example of how the new department helped the faculty was the development and implementation of a tape-recorded audio tour of the library. Instructional Research and Development later absorbed Instructional Evaluation and Testing and the Institute for Computer Uses in Education to become the Department of Instructional Research, Development, and Evaluation ("DIRDE").

People like Darrell Monson, William D. Farnsworth, and R. Irwin Goodman have coordinated the Division of Instructional Services into one of the finest media support systems in the United States.<sup>101</sup>

### **Computer Services**

The history of Computer Services at BYU parallels the explosive growth of computer technology. Facilities have

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101. Wrote one educator from South Africa, "My exhaustive sampling procedure, using three authoritative panels of U.S. referees, has ranked your library among the top eight in the field of audiovisual provision in your country" (Donald E. Schauder to Darrell J. Monson, 5 September 1974, Wilkinson Presidential Papers).

grown from a small computer in cramped, isolated quarters, including crawl-space storage, to a multimillion-dollar complex with equipment installed in three major centers and terminals connected all over campus. Computer job capacity multiplied from almost nothing to more than 2,000 jobs per day. Personnel involvement has increased to approximately fifty full-time workers and one hundred student employees. This phenomenal expansion represents one of the school's clearest evidences of growth and modernization.

In 1952, Rulon R. Brough came to BYU to establish the machine accounting system in the treasurer's office. The first use of a calculator (an IBM 602-A Calculator) was an effort to streamline registration procedures by use of IBM punch cards. Gradually, the use of similar electronic equipment spread into other areas such as payroll, budget, financial reports, and wherever a multiplicity of statistics demanded rapid electronic computation. Organization of class schedules and computation of grade point averages also were assigned to the new machines. In 1953 the University offered its first class in machine accounting. In 1955 the new Data Processing Department was made part of the office of Admissions and Records under Dean Bliss H. Crandall, and the IBM 602, operated by Dave Bachelor, was used almost exclusively for administrative purposes such as payroll and registration.

A new Computer Research Center was established in the basement of the Smith Family Living Center in 1959 to correlate all computer operations and to offer an expanded curriculum in computer science. The center, directed by C. Edwin Dean and utilizing a new IBM 650, was moved to the recently completed Jesse Knight Building. In July 1963 the administration persuaded Gary Carlson to leave California and come to Provo. A leading computer technician, Carlson started with IBM Corporation in 1946 and gained a wealth of computer knowledge through subsequent employment. He and four other LDS computer specialists approached the General Authorities in 1957 about the progress the Church could make — especially in genealogy research work — by using computers. Their work prompted the establishment of



the Latter-day Saint Data Processing Center, which has used computers in working with membership and tithing records, in genealogical research, and in many other areas.

With Carlson's appointment as director of the Computer Research Center and with the hiring of assistants such as Norm Wright and Willard Gardner, the center made two important decisions, both innovative in academic use of computers. The first was to combine academic and service operations into one, resulting in the acquisition of a new, larger IBM 7040 Computer. The second decision was to use COBOL (Common Business Oriented Language), a new language for computer programming. Carlson foresaw that future computers would accommodate this new language and that its use would save time. Experience has borne out Carlson's predictions, saving BYU much capital and time. COBOL made it easy and inexpensive to convert from the older IBM 7040 to the bigger IBM 360/50 that was purchased in 1968.

Computer capacity has risen to keep pace with the accelerating campus demand. The center's biggest on-campus customers, in order of size, are the Office of Admissions and Records (including registration), Financial Services, the Computer Science Department, the Physics Department, and the College of Engineering Sciences and Technology. Because of the speed, accuracy, and versatility of computer operations, the system saves thousands of manhours a year. At registration, class sorting and scheduling which previously took at least a thousand man-hours is now handled in five computer hours. With the introduction of control terminals throughout campus, many departments can use computer facilities without leaving their own work areas. This is in keeping with Carlson's philosophy that the Computer Center itself "should essentially be invisible."<sup>102</sup> BYU also has pioneered in the introduction of a "monitoring" or "tuning" system (a sort of computer x-ray device) which has enabled technicians to alter the anatomy of the computer to increase production without having to purchase or rent bigger, more expensive units.

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102. Gary Carlson to Richard Bennett, 4 February 1975, Centennial History Papers.

In contrast with most other schools, BYU's Computer Center is a separate administrative entity, not a part of an academic college or department. This maintains the universality of the computer as a research tool and makes it easily accessible to faculty and students of all colleges. But computer experts admit they have failed to show the faculty of all colleges how to benefit from computer use. To some extent they have unwittingly portrayed computer scientists as the new "high priest cult" of society which has grown out of the modern arrogance of computer technicians. However, the organization of several university committees, such as the Computer Guidance Council, the Computer Users Committee, and the Technical Committee, has helped alleviate these problems to a great extent.

In response to growing student demand, the Computer Science Department was organized in 1970 with C. Edwin Dean as chairman. In February 1971, upon completion of the James E. Talmage Mathematical Sciences-Computer Building, computer services and equipment were transferred into the air-conditioned facility. The Computer Science Department became part of the College of Physical and Mathematical Sciences in 1972.

Until 1966 the computer center was administered by Joseph T. Bentley, school comptroller. Upon Bentley's appointment under Harvey L. Taylor as comptroller of all Church schools, the BYU Computer Research Center became the direct responsibility of the vice-president of business affairs, Ben E. Lewis, who has given strong support to computer services on campus.

### **Institutional Research**

Another important administrative service which evolved during the Wilkinson Administration is the Office of Institutional Research, established in June 1962. Prior to this time a limited number of institutional research functions were carried out in offices across campus. For example, the Office of Admissions and Records had been responsible for enrollment summaries, and the registrar compiled space utilization



studies. Cost and student-faculty ratio studies were made under the joint direction of the academic vice-president and the comptroller. Dr. Arthur H. Browne worked part time in the president's office conducting administrative studies, which consisted of special projects for the president involving such things as enrollment forecasting and analysis of faculty teaching loads.<sup>103</sup>

The new concept of a central agency responsible for synthesizing data to provide management reports available to assist administrators in the decision-making process appealed to the BYU administration. Accordingly, on the recommendations of Alma P. Burton (then dean of admissions, records, and registration at BYU) and Earl C. Crockett (then academic vice-president at BYU), Leland H. Campbell (then director of institutional studies at the University of Utah) was invited by President Wilkinson to join the BYU staff as director of Institutional Research.

Campbell and his staff have been involved in numerous research projects at the request of the administration. With his penchant for statistical detail, President Wilkinson frequently called upon Campbell to furnish the information necessary to persuade the Board of Trustees to perceive the school's needs. The office periodically produced *The Enrollment and Composition of the Student Body*, a statistical summary of student information, and *The Enrollment Resumé*, an annual report on enrollment trends and statistics. With the imposition of enrollment ceilings in the late 1960s, it became advisable to analyze the preparation of beginning freshmen. In cooperation with the Admissions Office, the Office of Institutional Research collected data on the high school and entrance

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103. Browne was also chairman of the Department of Instruction in the College of Education. He left BYU to become a member of the joint staff of higher education for the State Colleges of California, after which he was recalled to Utah to become the second director of the Utah Coordinating Council for Higher Education. He then became the associate director and, later, acting executive director of the Illinois Board of Higher Education, and then the executive director of the Wisconsin Coordinating Council for Higher Education. He is now vice-president for academic planning and development of the five campuses of the University of Arkansas.

examination performance of beginning BYU freshmen. The data then was correlated with actual performance at Brigham Young University, producing the first formula used in predicting academic success at BYU.

The advent of larger computers to campus led to additional responsibilities for Institutional Research. Albert J. Eastman, Jr., was hired as computer systems analyst. He spearheaded development of University Code Master and Curriculum Inventory Systems programs. The following systems, initiated and developed by the Office of Institutional Research, have become an integral part of the University's operations:

1. A student information system which generates regular reports on current enrollments, enrollment trends, and various other profiles of student characteristics.
2. A faculty evaluation instrument which led to establishment of the Faculty Committee on Teaching.
3. Computer processing of admission applications.
4. A computer-oriented faculty data file.
5. A computerized course inventory file used in preparing the class schedule.
6. A computer-processed space utilization reporting system, expected grade point average analysis system, and grade point average and rank in class analysis system.
7. A computerized system to produce a history of course enrollments, a student credit hour analysis system, a class size analysis system, and a student performance listing which provides individual student academic and demographic profiles.
8. A system to produce and evaluate faculty time utilization reports (presently being refined).

Under the guidance of various University agencies and in consultation with the Office of Institutional Research, these programs have been modified, updated, and continually made more useful.<sup>104</sup>

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104. Most of the above material was taken from "Institutional Research at BYU: A Self-Study," unpublished typescript, 1973, BYU Archives, pp. 11-12.



## Off-Campus Services

Besides serving the needs of the University, Auxiliary Services has been invited to assist in many Church projects. The planning of the Church-sponsored student housing project at Utah State University was participated in by housing experts at BYU. The planning of the campus at Ricks College was supervised by Sam F. Brewster, director of the BYU Department of Physical Plant. Brewster also advised with respect to buildings for the Church Educational System in the Pacific. The purchases of equipment and facilities for many new buildings at Ricks College in the mid-1960s were the responsibility of the BYU Purchasing Department. In 1964, BYU Food Services helped develop plans for the cafeteria system in the new Church Office Building in Salt Lake City.<sup>105</sup>

## Economic Contribution to Utah County and the State of Utah

Although the University absorbs a large share of the spending power of BYU students in the form of tuition, fees, textbooks, campus room and board, and related activities, Provo and surrounding communities receive substantial economic benefit from the City on Temple Hill. In fact, the off-campus expenditures of BYU, its students, and University personnel exceed \$85 million a year. Off-campus student expenditures alone amount to approximately \$38 million annually, including housing, \$11 million; food, \$9 million; recreation, \$4 million; clothing, \$3 million; medicine and medical attention, \$2 million; transportation, \$4 million; and \$5 million in miscellaneous expenditures.<sup>106</sup> This does not take into consideration the large amount spent for the purchase and maintenance of automobiles. In 1966, forty percent of the students owned cars, with 2,600 students buying new or used cars

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105. Ben E. Lewis to Ernest L. Wilkinson, 4 January 1965, Wilkinson Presidential Papers.

106. Office of Residential Student Housing, "Financial Impact of BYU Students on the Provo Community and Surrounding Areas," June 1975, Wilkinson Presidential Papers.

during the academic school year.<sup>107</sup> This was not included in the \$38 million because there was no way of telling how many of these cars were purchased in the students' home towns. In any event, local garages and service stations were the recipients of much of this business, as well as the business for the maintenance of these cars. Because of the services rendered on Temple Hill, cars have not been a necessity for students living on campus, as President Wilkinson always pointed out in his annual letters to parents of students. Yet because of the geographic nature of housing areas in Provo and Orem and the lack of facilities to house many of the students on campus or in the immediate vicinity, coupled with relatively inadequate local bus service, cars are necessary for most students.

In addition to the purchasing power of the 25,000 students, the University has a faculty of more than 1,000 full-time and 200 part-time members and a full-time nonacademic staff of more than 2,000 individuals who live off campus and do practically all of their purchasing in Provo and the surrounding communities. Combining the amounts spent off campus by students and University personnel with what the University itself spends for new construction, maintenance, and operation, the total economic impact of the school on Provo and Utah County is well in excess of \$100 million a year.<sup>108</sup> In

107. Paul Driggs, James Wilson, and Budge Wallis, "The BYU Market: An Analysis of Student Buying Power," unpublished report, Wilkinson Presidential Papers.

108. As of October 1971, BYU had 2,669 full-time employees (including faculty, staff, and administrative personnel) and 5,688 part-time employees for a total of 4,961 full-time equivalent employees (B. Keith Duffin to Ernest L. Wilkinson, 18 July 1975, Wilkinson Presidential Papers). The largest employers in the State of Utah are:

<b>Employer</b>	<b>Approximate Number of Full-Time Equivalent Employees</b>
Local Government	45,100
Federal Government	37,800
Utah State Government	28,900
Kennecott Copper	7,386
University of Utah	6,800
United States Steel	4,965
Brigham Young University	4,961



addition, the thousands of missionaries at the Language Training Mission; the visitors who come to Provo to attend BYU athletic or cultural events, to participate in University special courses and conferences, or to do business with the University; and parents who visit children attending the University generate substantial additional revenue in Provo and Utah County.

### **Noneconomic Services Provided by the City on Temple Hill**

Other facilities and activities on Temple Hill are discussed elsewhere in this history, but no city in America can surpass the functional activities and density of religious participation provided by the twelve on-campus stakes with their one hundred and twenty branches of The Church of Jesus Christ of Latter-day Saints. This represents one branch (congregation) for every two hundred potential communicants. In addition, students have access to an LDS temple where sacred ordinances are performed. The wide range of live cultural activities, including drama, dance, music, speech, and art has fostered a cultural climate that pervades the surrounding cities. BYU has become a "city that is set on a hill" which "cannot be hid" and which lets its "light shine before men."<sup>109</sup>

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(Federal, state, and local government employment statistics were reported to Ernest L. Wilkinson by the Utah Foundation in May 1975; other statistics were obtained from the organizations involved and from the Utah Employment Security Office.)

109. Matthew 5:14-16.

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# The World Becomes Our Campus

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## Entrance to Campus

In 1965, when the University was ninety years old, the entrance to the campus at 1200 North and 150 East was emblazoned by the erection of two signs. A large inscription on the south side of the street reads, "Brigham Young University — The World Is Our Campus," and bears a replica of the seal of the school with its motto, "The Glory of God Is Intelligence." The companion marker on the north side of the road also bears the name of the school, along with the admonition, "Enter to Learn — Go Forth To Serve."

The world campus of BYU during the Wilkinson Administration consisted of three sets of students, the resident student body of between 25,000 and 30,000 students,<sup>1</sup> approximately 180,000 alumni with whom the University maintains continuous contact,<sup>2</sup> and around 300,000 students participating in off-campus educational programs which are directed from Provo but extend to many parts of the world. The last group is administered largely by the Division of Continuing Education

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1. *Brigham Young University Enrollment Resumé, 1970-71*, p. 2.

2. This group consists of 147,000 living alumni who have graduated, 20,000 alumni who have attended BYU for less than two semesters, and 10,000 alumni of BYU-Hawaii campus.



International students and advisers  
at the northwest entrance to campus.



and represents the largest continuing education program in the nation.<sup>3</sup> Taken together, these three student bodies include at present some 505,000 persons. The numbers are growing at the rate of at least 15,000 individuals each year (5,000 alumni and 10,000 in continuing education).

### **The Provo Campus — A Cosmopolitan Student Body**

The traditional student body at Provo, described in chapter 37, includes students from every state in the Union, returned missionaries, a broad American Indian representation, transfer students from many other institutions of higher learning, and students from many foreign countries. Composed in 1970-71 of 26,601 full-time equivalent students, it was both diverse and homogeneous. Although open to students of every race, color, creed, and nationality, some ninety-six percent were members of The Church of Jesus Christ of Latter-day Saints. Nevertheless, such religions as Buddhism, Hinduism, Islamism, and Judaism were represented, as were the following Christian sects: Roman Catholic, Greek Orthodox, Baptist, Church of Christ, Congregational, Christian Science, Episcopal, Lutheran, Methodist, Presbyterian, Jehovah's Witness, Seventh-day Adventist, Unitarian, and Reorganized LDS. During the fall semester of 1974, there were 620 of these non-LDS students.

By the 1974-75 school year, more than 9,000 students, including fifty-seven percent of the male students and hundreds of female students, had been missionaries for the LDS Church, bringing to the University their experiences obtained in 131 missions, of which eighty-eight are located in 106 foreign countries.<sup>4</sup> In 1975, more than forty-eight percent of

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3. This includes growth during the Oaks Administration.

4. The figures on missions are accurate as of 1 July 1975. In addition to these domestic students, during the years from 1951 to 1971 the student body at one time or another included students from the following 107 foreign countries:

*Africa:* Angola, Egypt, Ethiopia, Gold Coast, Kenya, Liberia, Libya, Morocco, Nigeria, North Africa, South Africa, Southern Rhodesia, Southwest Africa, West Africa, Upper Volta, Zambia.

*Australia and Pacific Islands:* Ellice Islands, Fiji, Mariana Islands, Mar-

all graduates had transferred from other colleges and universities. During the years 1973-74 and 1974-75, more than 600 American Indian students came to BYU from seventy-seven tribes and tribal blends in thirty-eight states.<sup>5</sup> Differing in culture, dependent upon their racial ancestry, tribal culture, and educational achievement, they added variety and zest to the student body.

Despite the differences in religion and geographical origin of the students, visitors to the BYU campus invariably leave with an impression that the students at BYU are unique when compared with those encountered at most other universities. They observe a homogeneity of spirit, a modesty of dress and manners, an absence of smoking, drinking, and profanity. This has been brought about by adherence to LDS standards of conduct, which is required of all students.

### Worldwide Alumni Association

Much of BYU's broadening international influence results from the presence of her 180,000 alumni, including 10,000

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*quesas Islands, New South Wales, New Zealand, Samoan Islands, Tahiti, Tongan Islands.*

*Central America and Mexico:* Bermuda, British Honduras, Canal Zone, Cuba, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama, Puerto Rico, Trinidad.

*Canada:* Alberta, British Columbia, Manitoba, Maritime Provinces, Newfoundland, Labrador, Ontario, Quebec, Saskatchewan, Yukon.

*Europe:* Austria, Belgium, Denmark, England, Finland, France, Germany, Greece, Ireland, Italy, Monaco, Netherlands, Norway, Scotland, Spain, Sweden, Switzerland, Wales, Yugoslavia, Holland, Hungary.

*Far East:* Burma, Formosa, Hong Kong, Indonesia, Japan, Java, Korea, Macao, Malaya, Netherlands New Guinea, North Vietnam, Philippines, Singapore, South Vietnam, Thailand, Victoria.

*Middle East:* Afghanistan, Arabia, Ceylon, India, Iran, Iraq, Israel, Jordan, Lebanon, Nepal, Pakistan, Saudi Arabia, Syria, Turkey.

*Russia and Satellites:* Bulgaria, Czechoslovakia.

*South America:* Argentina, Bolivia, Brazil, Chile, Columbia, Ecuador, French Guiana, Inini, Paraguay, Peru, Surinam, Uruguay, Venezuela.

5. A more complete description of these Indians is contained in chapter 40. They were born in twenty-three states and in Canada, but by the time they registered at BYU they lived in thirty-eight states and Canada.



who have attended BYU-Hawaii Campus, scattered across America and throughout the world. This vast body of former students, living in all fifty states and one hundred and seven countries, whose loyalties are still with BYU, and who, in a larger sense, may still be regarded as its students, represents a great student body seven times the size of and more influential than the smaller student body presently on campus. They consciously or unconsciously serve as representatives and ambassadors of the institution. The alma matter/alumni (beloved mother/honored children) relationship which is traditional in American higher education is unusually alive at BYU because of the unique devotion alumni members have for the principles espoused by the University. While their greatest contributions are the services the alumni individually perform in their own homes, churches, communities, and professions, their combined effort through the BYU Alumni Association continues to assist the University in accomplishing its mission.

Following the pattern of the American alumni movement, BYU's organized alumni program had its beginning as a volunteer effort. The Alumni Association was organized in 1893 with Joseph B. Keller as its first president. The association's purpose was to "promote the welfare of . . . [and] advance the interests of the Brigham Young Academy and to promote and perpetuate a paternal spirit among its graduates." Alumni were invited to pay a one dollar membership fee.<sup>6</sup> After Keeler's short tenure (he was called on a mission that same year), George H. Brimhall was elected president. Milton H. Hardy, Reed Smoot, Maybelle Thurman, and Edwin S. Hinckley followed Brimhall as presidents. Since that time there have been sixty presidents of the Alumni Association, all elected from year to year by the members of the association (*see* appendices for a list of presidents of the Alumni Association).

Even before the turn of the century, the Alumni Association endeavored to raise funds for the institution, making its

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6. Harold W. Pease, "The History of the Alumni Association and Its Influence on the Development of Brigham Young University" (Ph.D. dissertation, Brigham Young University, 1974), p. 3.

first major contribution in the form of a \$10,000 donation to the erection of College Hall on lower campus. The association contributed \$50,000 of the total construction cost of \$130,000 for the Maeser Memorial Building.<sup>7</sup>

During the first thirty-three years of its existence, this volunteer organization established alumni clubs in thirty-two different cities, located primarily in the Intermountain West, but extending to Chicago and New York. The association invited alumni back to campus for annual reunions, parades and balls, Founders Day celebrations, and April conference receptions. It established an Employment Bureau to find jobs for students, assisted in building the Missionary-Preparatory Building (later known as the Arts Building on lower campus), and completed a \$10,000 program to beautify the "arid wastes and all the primitive ruggedness" of Temple Hill and grounds around the Maeser Building and the Heber J. Grant Library.<sup>8</sup> In 1923 the Alumni Association published the *Alumni Announcer*. This four-page newsletter was sent monthly to those members who paid the annual association dues.

In 1926 the association elected as president Oscar A. Kirkham, executive secretary of the Church's YMMIA, changed the name of the association from Brigham Young University Alumni Association to Associated Alumni of Brigham Young University, became an active member organization in the American Alumni Council, and employed their first paid general executive secretary. A. Rex Johnson, professor of economics at BYU, was selected as executive secretary on 1 February 1926 and started functioning a month later. The association elected a board of directors, with representation from throughout Utah, and recognized the importance of financial independence by increasing the number of dues-paying members. The University provided the association with its first offices in the Education Building on lower campus. Johnson served efficiently for twelve years. His administration emphasized the extension of branch alumni associations and alumni clubs to cities throughout the region. The

7. Ibid., p. 28.

8. Ibid., pp. 67-68.



association raised funds for construction of the old football stadium, along with Allen Hall and Amanda Knight Hall. It established a permanent Endowment Fund, helped with the construction of the stadium house, urged alumni to help recruit students during the depression, sponsored radio programs, and established the Alumni Distinguished Service Awards. Even so, the association continued to have financial difficulties. Much as it needed a full-time secretary, Johnson was required to continue on the faculty and could give only part of his time to alumni.

In 1938, Johnson was succeeded by Cornelius R. Peterson, who served as general secretary until 1942. During these years, the association was blessed with strong volunteer leadership. Its presidents, J. Clifton Moffitt, Junius M. Jackson, Bryant S. Hinckley, and George Albert Smith (later President of the LDS Church), were determined to revitalize the association. In 1938 a committee chaired by David J. Wilson (a dynamic leader who died in April 1976) redrafted the constitution and changed the name back to BYU Alumni Association. The association actively supported the athletic program by organizing a recruitment program, raising funds for athletic scholarships, and organizing in 1939 the Y Men's Club for former BYU lettermen. Homecoming, which replaced Founders Day in 1930, became a major alumni event. The association donated labor for the construction of the Joseph Smith Building. However, the association was still unable to pay the \$100 per month salary of its executive secretary. The University agreed to assume responsibility for one half of the salary if Peterson would make field contacts for the school. In May 1938 it became necessary for the University to accept full responsibility for his salary, and he was given additional administrative duties. World War II ended Peterson's term of office when he resigned to enter military service in the spring of 1942.

The war years were difficult for the Alumni Association. Ralph Britsch agreed to serve without pay as alumni secretary, in addition to his full-time responsibilities as instructor in the English Department. Alumni board meetings were infre-

quent as the war seriously deterred interest and activity in alumni events.<sup>9</sup> The association used life membership funds to purchase war bonds, and members wrote letters of encouragement to BYU servicemen.

In March 1945, Frank Haymore became the alumni secretary in addition to his duties as manager of the BYU Printing Service. During his short nineteen-month term of office a new alumni publication, *Brigham Young Alumnus*, was circulated yearly.<sup>10</sup> This was the beginning of the Alumni magazine presently named *Today*, which is published nine times each year. Haymore, under the direction of L. Weston Oaks, alumni president, recognized the need for better communications, and established a mechanical addressing system on addressograph plates.

During the balance of the McDonald era, Harold Glen Clark was asked to head both the BYU Extension Division and the Alumni Association. He assumed his role as executive secretary on 7 November 1946 and served until December 1951. Alumni leadership during these years was exceptional. Clyde D. Sandgren served an unprecedented four-year term as president and worked in constructive harmony with Clark. In an effort to align the Alumni Association with local Church organizations, membership in the association was extended to all General Authorities, mission presidents, and stake presidents. Alumni clubs which had seriously deteriorated during the war years were established through stake channels. Probably the most important alumni project during Harold Glen Clark's administration was fund raising for construction of the George Albert Smith Fieldhouse. Almost half of the one-million-dollar building price was contributed by alumni. The *Brigham Young Alumnus* was sent to 13,000 alumni, and interest in a student union building continued with alumni contributions increasing to almost \$100,000. Alumni celebrated BYU's seventy-fifth anniversary (1950) at a special

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9. Ibid., p. 180.

10. The magazine was edited by Josephine Seaton, a BYU graduate and a reporter for the *Salt Lake Tribune*. She served without compensation.





President George Albert Smith  
discussing the seventy-fifth-anniversary  
fund drive with officers of the Alumni  
Association in 1950.

Founders Day celebration. Diamond jubilee programs were presented in sacrament meetings throughout the Church.

### **Alumni Activities during the Wilkinson Administration**

Early in the Wilkinson Administration, Harold Glen Clark was relieved of his alumni duties to devote his entire time to the Extension Division. He was succeeded as executive secretary by W. Cleon Skousen who, ironically, was not an alumnus of BYU. With undaunted zeal, Skousen set about to increase alumni membership. In addition to former students, he promoted BYU among Church members who had not attended the school. Under his supervision the club programs were eliminated, and ward representatives and coordinators were appointed. Fund raising and student recruitment were given top priority. The alumni magazine was sent to association members six times a year and to all alumni twice each year. In 1952 and 1953 the association raised almost \$50,000 with expenses of about \$11,500. However, the expenses did not include salaries of staff members, which were advanced by way of a loan. Under Skousen's direction, the BYU Program Bureau was given new life, and the BYU Speakers Bureau was established. With the recruiting of students receiving major emphasis, the need for better records was evident, with only 22,000 current addresses on file. Skousen's staff grew to six full-time employees, including Skousen as executive director; an assistant director, Raymond E. Beckman; a publication editor, Kenneth J. Pace; and three full-time secretaries. In addition to alumni responsibilities, Skousen and his staff were responsible for BYU public service programs. In spite of its increased efforts in fund raising, the association was still unable to pay its expenses from membership dues. It was necessary for BYU to pay the salaries of staff members, and by the fall of 1954 the Alumni Association owed the University \$25,000.<sup>11</sup> Early in 1954 the alumni officers expressed their desire to hire a full-time executive secretary.

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11. Harold W. Pease, "The History of the BYU Alumni Association," p. 239.



On 13 September 1954, in its sixty-second year of existence, the BYU Alumni Association realized its long-standing goal with the appointment of Raymond E. Beckham as its first full-time executive secretary. Beckham's ten-year term of office saw monumental growth in the stature of the association and its ability to serve the University. Chief among his contributions to the association was the establishment of a long-range fund-raising program at the University. In 1956 the Annual Giving Campaign was begun (which has grown from approximately \$25,000 a year to an annual contribution of about \$1.5 million), and in 1958 the Alumni Association joined with the administration in establishing the BYU Destiny Fund, forerunner of the University Development program (*see* chapter 41).

In 1956 the University agreed to provide the association's operating budget. In turn, the association discontinued its membership dues program and encouraged all alumni to support BYU financially. Also in 1956, the first annual alumni fund reported \$21,773 in contributions. In 1964, when Beckham left the association, total alumni contributions exceeded \$190,000.

While Beckham was executive secretary, the Alumni House was constructed at a cost of \$220,000, half of which was contributed by alumni. Beckham's persistence was also instrumental in the development of the Aspen Grove Family Camp in Provo Canyon for alumni recreational use. Although the suggestion to transform the BYU Alpine Summer School site into this beautiful alumni summer camp was first made in 1956, approval from the Board of Trustees was not received until 1962. The camp opened in June 1963 with fifty individual sleeping cabins, outdoor hiking and game areas, and a central lodge and dining facility. The camp was initially financed by a \$90,000 bank loan secured by signatures from a hundred alumni and an \$80,000 loan from the University. The camp has grown into a popular summer retreat for alumni and friends.

Beckham gained a national reputation for his leadership in alumni record keeping. In 1955 the University was estimated

to have approximately 80,000 alumni (a figure which doubled in the next twenty years). Still, the association had accurate addresses for only 30,000 alumni. With the growth of the alumni and the frequency of individual moves (over one-third of BYU's alumni change addresses each year), the job of keeping address records current had become a monumental task. With the help of the Presiding Bishop's Office, at least 12,000 new listings were obtained. To expedite the records procedure for its constantly shifting membership, the association transferred its alumni records from an addressograph system to an IBM card system which Beckham had designed. It was an innovative experiment for 1956 and was copied by most major colleges and universities during the next decade. Gradually, the association reduced the mountain of missing information to the point that approximately ninety percent of the alumni were accounted for. This was especially helpful in fund-raising activities.

During Beckham's term of office, the Alumni Association staff grew to include four full-time professionals (the executive director; an alumni fund director, Ronald G. Hyde; an office manager, Mrs. Emily G. Weeks; and the Aspen Grove Family Camp director, Welburn J. Van Orman). The association also had the half-time services of T. Earl Pardoe, who served for sixteen years as alumni biographer after retiring as chairman of the Speech and Drama Department. In an effort to improve BYU alumni programs, Beckham actively participated in American Alumni Council activities during his tenure as alumni director. In 1956 he was elected chairman of the Rocky Mountain District of the American Alumni Council and served five years as a member of the board of directors of the American Alumni Council after his election to that position in 1959. In addition, he served as chairman of the 1959 national conference of the American Alumni Council and was then elected chairman of the Alumni Administration section of the Council.

Beckham's ten years of active leadership in the Alumni Association came to an end in April 1964 when he was appointed BYU's acting director of development. His years were



marked with innovations and progressive action which came about not only because of the growing number of alumni but because of his energy, vision, and drive. During his term of office, Beckham, a convert to the Church, was bishop of one of the original campus wards and later served as president of BYU First Stake. He presently (1975) serves as president of the Canada Calgary Mission.

Ronald G. Hyde joined the Alumni Association staff in May 1958 as its first fund director. He became acting executive director of the Alumni Association in April 1964 when Beckham was called as acting director of University Development. The temporary nature of both appointments was removed in November 1965, and Hyde still retains his position as executive director. In addition to expanding fund-raising operations, Hyde and his associates inaugurated a number of new programs, including the organization of the BYU Cougar Club, the Karl G. Maeser Associates, a program to involve parents of present and past students, the annual teaching awards for faculty excellence, a student recruitment program, a student relations program, and the alumni newspaper, *BYU Today*.

The Cougar Club came into being in response to the athletic department's need for funds to recruit athletes. NCAA regulations would not permit University funds to be used for that purpose, so in 1964 the Alumni Association and the athletic department joined in sponsoring the BYU Cougar Club, a group of supporters who give \$100 or more each year to the project. The Karl G. Maeser Associates likewise is an organization of alumni whose \$100 annual gifts support the academic programs of the University. They sponsor the Karl G. Maeser Distinguished Teaching, Teaching Excellence, Research, and Creative Arts Awards, and two four-year scholarships to an outstanding man and woman from each new freshman class. In 1966, Ray Beckham proposed a reorganization of BYU's development program which would move the operation of the annual giving program from the Alumni Association to the Development Office. As a result of that action, Donald T. Nelson, director of Annual Giving from 1965 to 1970, was



Ronald G. Hyde, executive director of  
the BYU Alumni Association.



transferred to Development, and the Alumni Association, except for the Cougar Club, concentrated primarily on public relations activities.

In January 1968 the alumni newspaper, *BYU Today*, was established with Harold O. Williams as managing editor (assigned on a half-time basis by the News Bureau). The paper replaced the *BYU Alumnus* magazine and was sent six times each year to alumni, parents, friends, and Church leaders. Today it is published nine times each year. In 1969, Bruce A. Bingham replaced Emily G. Weeks as administrative assistant to the alumni director.

Hyde and his staff responded to the enrollment ceiling placed on the school by the Board of Trustees by establishing the BYU Admissions Advisers Program. This program was operated for two years under the direction of Clayne Robinson and, later, Stan Quackenbush. After two years it was recognized that this was largely an admissions program, and it was transferred to the Admissions Office under William Sid-doway. But the Alumni Association has continued to cooperate closely with the Admissions Office. About six months after this program was transferred to the Admissions Office, Stephen L. Barrett was added to the staff in the new position of alumni activities coordinator. One of his first assignments was to organize an alumni travel study tour to the Orient, the first foreign tour under Alumni Association sponsorship. While in Japan and Hong Kong, tour members met with local BYU alumni in the first international alumni-sponsored meetings.

In 1971, the Admissions Advisers Program was expanded to serve the entire Church Educational System. Alumni representatives from each stake were called to counsel LDS students whether they should attend BYU, Ricks College, the Church College of Hawaii, a trade school, a college or university nearer home, or a school offering superior courses for a particular profession. Students were also counseled to enroll in LDS institutes if they did not attend BYU, Ricks, or the Church College of Hawaii.

An inevitable amendment to the Alumni Association's con-

stitution provided for nationwide representation on the alumni board of directors. When the long-awaited student center, named after Ernest L. Wilkinson, became a reality, the Alumni Association sponsored a memorial lounge honoring BYU men and women who served in defense of their country. The association also assisted in the successful fund-raising efforts for the Marriott Center and developed a number of programs aimed at improving student relations. In this category fell such activities as refreshments for freshmen during Orientation Week, involving students in the record-filing process, assisting graduates at commencement time, and bringing alumni back to BYU in career counseling seminars. The alumni records program underwent major changes as the IBM cards system was updated and transferred to a computer system.

A tragic event in the history of BYU occurred on 27 November 1965 when a chartered plane carrying eight BYU Cougar Club members crashed in inclement weather near Camp Williams between Salt Lake City and Provo. The flight originated in Salt Lake City and was proceeding to Provo, where President Wilkinson and sixty other enthusiastic alumni waited to join the plane enroute to Albuquerque, New Mexico, to attend the WAC championship football game between BYU and the University of New Mexico. Killed in the accident were the Cougar Club's first president, Roger West Parkinson, M.D.; J. Bernard Critchfield, M.D.; Antoin A. Dalton, M.D.; Theodore R. Gledhill; Gordon K. Lewis, D.D.S.; James L. Peterson; Marion L. Probert, M.D.; and Richard R. Wilkins, Esq. They were all active in the Alumni Association and were just beginning successful careers.<sup>12</sup>

During Hyde's administration, national attention was focused upon the quality of BYU alumni programs. In 1969, BYU was chosen as one of two universities to receive the American Alumni Council's prestigious Alumni Administra-

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12. Although their cases were handled out of court, each of the widows received substantial settlements from the federal government due to its failure to provide adequate weather information to the aircraft under adverse weather conditions.



tion Award for the overall excellence of its alumni programs. In July 1971 the service of BYU's 600 alumni admissions advisers was selected as the outstanding alumni volunteer effort in behalf of an institution of higher learning and the BYU Alumni Association was presented the Ernest T. Stewart Alumni Service Award. Besides giving leadership to BYU alumni programs, Ron Hyde was elected to serve as the 1968-70 chairman of the Rocky Mountain District of the American Alumni Council and as a member of the organization's national board of directors. In 1969, he was selected a member of that board's five-man executive committee. By special appointment, he inaugurated a research program for the national organization in 1970-71.

During the Wilkinson years, alumni rolls increased from approximately 65,000 to 124,000 alumni, with 25,000 parents also receiving Alumni Association services. The Annual Giving program was transferred from the Alumni Association to University Development, and alumni gifts grew from \$21,000 in Skousen's first year to \$683,094 in 1970-71. Just as 1971 saw the end of Ernest L. Wilkinson's twenty-year term of office at BYU, it also saw the end of a two-year term of office for his son, who served as president of the BYU Alumni Association from 1969 to 1971. Dr. Ernest Ludlow Wilkinson, a Salt Lake City cardiologist, had been a member of the Cougar Club's first board of directors and helped to establish the fledgling organization.

### **The Alumni Association during the Oaks Administration**

Soon after taking office in August 1971, President Dallin H. Oaks met with Alumni President Don Alder and Executive Director Ronald Hyde, pledging his support for the association. Each year thereafter he has devoted considerable time speaking to alumni groups across the country. The Alumni Association began organizing alumni regional councils throughout the United States to accomplish the work of alumni clubs without the formalities of a club structure. Other university administrators, faculty speakers, and student performing groups were sponsored in twenty or thirty different

cities each year to focus alumni and parent attention on BYU.

Early in 1972 the Alumni Association petitioned the University to involve the association once again in the University's fund-raising programs. In June, Alumni Director Ron Hyde was given the additional assignment of associate director of Development, with responsibility for the Annual Giving programs of the Development Office, which by then had been given fund-raising responsibilities, not only for the entire Church Educational System, but also for Church health care programs. Hyde was also asked to consult on alumni matters with administrators from other institutions in the system. Kenneth "J" Taylor, who had assisted Don Nelson and Carl Bacon with the Annual Giving programs, moved to the alumni staff and now coordinates telefunds in over one hundred locations throughout the United States and Canada. Dale R. McCann presently manages the annual fund-raising activities of the Cougar Club, Karl G. Maeser Associates, President's Club, and the J. Reuben Clark Society. The latter was given official approval on the day of the first graduation, 23 April 1976. The Law School also works with the Development Office in securing large gifts. Virginia H. Riggs joined the Alumni Association staff in 1973 as administrative assistant.

Encouraged by President Oaks, ASBYU officers organized the Student Development Association in 1971 with a goal of raising \$1,000,000 for the new library expansion program. The student group received national attention as they effectively solicited funds from other students and private donors on behalf of BYU's library addition.

*BYU Today* grew substantially beginning in January 1971 when S. Glenn Smith was hired as advertising manager. The increased revenue from advertising allowed the newspaper to be doubled in size and to be published nine times per year. In September 1973, Allen W. Palmer was named editor, and eighteen months later an assistant editor, Kathleen Lubeck, was hired. In 1974 the newspaper was cited for its excellence by Intermountain Business Communicators. In 1975 it received a citation of merit and was listed among the nation's top



ten alumni newspapers by the Council for the Advancement and Support of Education. Other Alumni Association publications received national attention in 1974 when the American Alumni Council selected the BYU Alumni Association's brochure and direct mail program as the best in the nation, issuing twenty-two citations of merit for individual pieces and the Time/Life Award. Editors Paul Schneider and Lawrence Christensen were largely responsible for producing these publications.

Although the Aspen Grove Family Camp was hampered in its first years of operation by inadequate financing, it withstood those difficult times under its first manager, Wilburn Van Orman. His wife, Georgia, supervised the dining facilities. Their programs grew in popularity, and the camp began to prosper with the help of a vigorous promotional campaign conducted by Douglas A. Doxey (who succeeded Van Orman upon his retirement in August 1970). In 1972, Alumni President Fred L. Markham appointed Albert Choules, Jr., Phoenix businessman, as chairman of a campaign to raise \$110,000 to retire the remaining long-term debt and provide needed capital improvements for Aspen Grove. Choules succeeded Markham as the association's president in 1973 and successfully completed the project the following year during the presidency of his successor, Roy E. Christensen. In addition, the association completed a renovation and redecorating program for the Alumni House in 1975 to prepare it for centennial visitors.

The American Alumni Council continued to take a portion of Ronald Hyde's time by extending his term of office on the executive committee of its board of directors and appointing him to a two-year term as chairman of its alumni administration programs. Besides being a regular national conference speaker, Hyde was a faculty member of the AAC Alumni Administrators' Institute for five years and chairman of the institute for three. In 1973-74 he was elected chairman of the board, the highest elective position in the American Alumni Council. During his term of office, he was instrumental in accomplishing a merger of the American Alumni Council and

the American College Public Relations Association into a new professional educational association, the Council for the Advancement and Support of Education. During 1974-75 he served as a member of the organizing board of trustees for the new association.

During the eleven years of Hyde's term of office in the BYU Alumni Association, the alumni staff has grown to eleven professional staff members, seven full-time stenographic and clerical employees, and twenty-four part-time student employees, with an additional thirty-four employees who operate the Aspen Grove Family Camp from June through September each year. Alumni gifts grew from \$190,000 in 1963-64 to over \$2,000,000 in 1974-75. Alumni Association rolls include 167,000 living BYU alumni, 10,592 Hawaii campus alumni, 46,957 parents, 16,678 friends of the University, and approximately 25,000 current students. During his term as director of the Alumni Association, Hyde has served as bishop of two different wards, as second counselor in the Sharon Stake Presidency, and as president of the BYU Fourth Stake, from which he was released in April 1976.

### **Characteristics of BYU Alumni**

The master records of the Alumni Association indicate that fifty-two percent of BYU alumni are men and forty-eight percent are women.<sup>13</sup> The average age of BYU alumni is 36.1 years, compared with the national average of 45.5. The difference is primarily accounted for by the recent growth of Brigham Young University. Thirty-six percent of BYU alumni are under thirty years of age; thirty percent are in their thirties; twenty-seven percent are in their forties; twelve

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13. In recent years two alumni surveys have been completed which display other interesting characteristics of BYU alumni as a group: H. Bruce Higley, "Alumni of Brigham Young University: A Descriptive Study," (Office of Institutional Research, Brigham Young University, April 1971); and M. Dallas Burnett, Evan T. Peterson, N. Dale Wright, and Robert J. Parsons, "A Survey of Attitudes of Brigham Young University Alumni," (Survey Research Center, Brigham Young University, June 1974).



percent in their fifties and early sixties; and only four percent are sixty-five years of age or older.<sup>14</sup>

Of those alumni alive in 1973, only 2.7 percent graduated or left the University prior to 1930; 5.2 percent left during the 1930s; 8.7 percent during the 1940s; 25.0 percent during the 1950s; 42.5 percent during the 1960s; and 16.1 percent during the first four years of the 1970s. More than eighty-four percent became alumni after the beginning of the Wilkinson Administration.<sup>15</sup>

BYU alumni are "the marrying kind." Eighty-four percent are married, twelve percent are single, three percent are divorced, and two percent are widowed. Surprisingly, however, only thirty-seven percent of BYU alumni are married to other BYU alumni.<sup>16</sup>

The 1973 survey showed the average annual income of BYU alumni to be \$15,150, as compared with \$10,800 in the 1967 survey.<sup>17</sup> The 1973 survey also indicated that 27.8 percent of BYU alumni have incomes of less than \$10,000; 52.2 percent are between \$10,000 and \$20,000; 13.4 percent, between \$20,000 and \$30,000; 4.9 percent, between \$30,000 and \$40,000; and 0.8 percent, \$50,000 or above.<sup>18</sup> The 1967 survey indicated the broad occupational fields of former students and demonstrated that the largest single field of activity is that of education — primarily, teaching on elementary and secondary levels (*see* accompanying chart).<sup>19</sup>

Approximately ninety-four percent of BYU alumni are members of The Church of Jesus Christ of Latter-day Saints; 2.4 percent are Protestant; 1.6 percent are not affiliated with any church; 1.1 percent are non-Christian; and 0.8 percent are Catholic.<sup>20</sup> Of the total alumni body, eighty-two percent

14. Dallin H. Oaks, "The Alumni in the Centennial Year," speech given at commencement, 23 April 1976, copy in Wilkinson Presidential Papers, BYU Archives, pp. 3-4.

15. Burnett et al., "A Survey of Alumni," p. 188.

16. Oaks, "The Alumni in the Centennial Year," p. 4.

17. Higley, "Alumni: Descriptive Study," p. 7.

18. Burnett et al., "A Survey of Alumni," p. 185.

19. Higley, "Alumni: Descriptive Study," p. 10.

20. Burnett et al., "A Survey of Alumni," p. 186.

## Occupational Categories of BYU Alumni, 1967

Occupational Category and Fields of Work	Number	Percent
Armed Service .....	241	2.74
Business: .....	1,853	21.08
Accounting, Advertising, Agricultural, Art, Automobile, Business Machines and Office Supplies, Construction, Finance, Insurance, Journalism and News Media Photography, Printing, Retail Trade, Sales, Utilities, and Wholesale Trade.		
Business-Oriented Services: .....	426	4.85
Athletics, Computer Services, Domestic and Personal Services, Entertainment, Hotels, Protection, Psychology, Restaurant, Social Work, and Transportation.		
Education .....	2,673	30.41
Government .....	485	5.52
Law .....	117	1.33
	419	4.77
Medical and Dental .....		
	217	2.47
Sciences (Excluding Manufacturing Research) ...		
Technical Research and Manufacturing .....	1,005	11.43
Aviation and Aerospace, Chemical Products, Clothing and Textiles, Electrical Products, Food Products and Confections, Lumber Products, Manufacturing, Mining, Petroleum Products, and Research.		
Other .....	1,353	15.40
Church Service (nonclergy), Clergy, Laborer, Other Fields of Work Not Listed Above, and Student.		
Grand Total .....	8,789	100.00



consider themselves active or very active in the programs of their various churches; thirteen percent consider themselves somewhat active or not very active, and five percent classify themselves as inactive.<sup>21</sup>

### **Geographical Location of Present Alumni**

Just as students have come to BYU from all states of the Union and from 107 other nations, so the influence of BYU has spread as alumni serve in their chosen professions and activities throughout the world (*see* accompanying charts). Even though dispersed throughout the world, BYU Alumni have been remarkably loyal to their alma mater. The 1973 survey indicated that 84.1 percent hoped that their children would enroll at BYU. More than eighty-one percent felt that, in comparison with other universities, BYU serves well the intellectual interests of its students; and 85.8 percent found their attendance at BYU to be a source of real pride.<sup>22</sup>

### **National and International Influence of Alumni**

With the performance of their former students as a measure, Principal Maeser and those who followed him may take pride in the fruits of their labors. Representative of the ability of some of those students was one of the members of the first class of twenty-nine. Reed Smoot was called to the Council of the Twelve at the age of thirty-eight and gained national attention in his four-year fight to be seated as a Mormon in the United States Senate after his election by the State Republican Convention in 1902. Before leaving the Senate thirty years later, he had won the respect of his colleagues and was known as the dean of the Senate and the "watchdog of the Treasury."<sup>23</sup> George Sutherland, also one of Maeser's early students, is the only man from Utah to have been both the president of the American Bar Association and an associate justice of the United States Supreme Court. Of the ninety-six

21. Dallin H. Oaks, "The Alumni in the Centennial Year," p. 4.

22. Burnett et al., p. 22.

23. T. Earl Pardoe, *The Sons of Brigham* (Provo, Utah: Brigham Young University Alumni Association, 1969), p. 181.

# Geographic Location of BYU Alumni in the United States, 1975

Location	Number of Alumni	Location	Number of Alumni
Mountain States		Southern States	
Utah	71,186	Florida	672
Idaho	11,075	North Carolina	410
Arizona	5,725	Georgia	309
Nevada	2,568	Louisiana	163
Colorado	2,498	Tennessee	189
Wyoming	1,328	Alabama	174
New Mexico	991	West Virginia	66
Montana	838	South Carolina	158
Total	96,209	Kentucky	198
Pacific States		Mississippi	109
California	21,880	Arkansas	77
Washington	4,015	Total	2,525
Oregon	2,844	Mid-Atlantic States	
Hawaii	2,398	New York	813
Alaska	345	Pennsylvania	496
Total	31,482	New Jersey	408
Central States		Delaware	57
Texas	1,751	Maryland	527
Missouri	429	District of Columbia	113
Minnesota	318	Virginia	975
Iowa	192	Total	3,389
Oklahoma	313	New England States	
Nebraska	240	Massachusetts	272
Kansas	276	Connecticut	219
South Dakota	110	Maine	110
North Dakota	106	Rhode Island	34
Total	3,735	New Hampshire	67
Great Lakes		Vermont	38
Illinois	1,305	Total	740
Michigan	607	Grand Total in United States	141,098
Ohio	511		
Indiana	291		
Wisconsin	304		
Total	3,018		



# International Geographic Location of BYU Alumni, 1975

Location	Number of Alumni	Location	Number of Alumni	Location	Number of Alumni
Africa		Honduras	90	Mali	1
Kenya	16	Total	257	New Zealand	76
Liberia	2	Europe		Okinawa	6
Nigeria	5	Albania	4	Philippines	11
South Africa	6	Austria	7	Tahiti	26
Total	29	Belgium	5	Tonga	62
Asia		Denmark	8	Java Group	2
Cambodia	3	England	29	West Samoa	135
China	1	Finland	50	Total	444
Hong Kong	35	France	20	South America	
India	16	Germany	21	Argentina	2
Iran	2	Greece	6	Bolivia	2
Japan	51	Hungary	1	Brazil	36
Korea	19	Ireland	12	Chile	5
Nepal	4	Italy	5	Colombia	9
Pakistan	4	Netherlands	4	Ecuador	5
Singapore	6	Norway	13	Paraguay	1
Taiwan	69	Portugal	1	Peru	20
Thailand	17	Scotland	9	Uruguay	4
Viet Nam	2	Spain	5	Venezuela	5
Total	229	Sweden	21	Total	89
Australia		Turkey	2	North America	
Australia	49	Yugoslavia	1	Canada	1,706
Total	49	Total	224	Caribbean	
Central America		Pacific Islands		Dominican Republic	3
Mexico	156	American Samoa	78	Virgin Islands	10
Panama	6	Fiji	29	Puerto Rico	40
El Salvador	4	Guam	16	Total	53
Guatemala	1	Indonesia	2	Total in Foreign Countries	3,080
				Total in United States	141,098
				Grand Total	144,178*

\*Source: BYU Alumni Association ZIP Code Lists (Alumni House), 1975. The Alumni Association is presently tracing addresses for approximately 16,000 alumni.

justices (as of 1972) who have served on the Supreme Court, legal scholars are already ranking him in the upper twenty-eight percent in quality of performance.

When BYU was attempting to gain academic recognition in the 1920s, the fact that both of Utah's senators (Reed Smoot and William H. King), a Supreme Court justice (George Sutherland), a member of Congress (Don B. Colton), and Utah's governor (Henry H. Blood) were all alumni of BYU helped to achieve this goal. Their tradition was to be followed later by Arthur V. Watkins, chairman of the Senate committee which conducted the McCarthy hearings in 1954; Henry Aldous Dixon, who served in Congress for six years; and Ezra Taft Benson, secretary of agriculture during the Eisenhower administration. The same standard of excellence was the hallmark of others such as Philo T. Farnsworth, pioneer in television research; and Harvey Fletcher, recognized as the father of stereophonic sound.

Although BYU had a small enrollment until the McDonald Administration, it has produced sixty-four chancellors or presidents of colleges and universities, including the University of California at Los Angeles, San Jose State College, the University of Oregon, the University of Minnesota, Montclair College in New Jersey, and all major universities in Utah (three at Utah State University, four at the University of Utah, and five at BYU). A complete list of these chancellors or presidents and the schools over which they presided is contained in the appendices. Since 1937 the Alumni Association has honored 157 alumni who have given exceptional service to their professions, community, states, nations, or to the University. A list of the recipients of the Alumni Distinguished Service Award is contained in the appendices.

### **Influence of Directors of the Alumni Association**

Due to the involvement of alumni directors Beckham and Hyde in American Alumni Council affairs, the influence of

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24. Albert P. Blaustein and Roy M. Mersky, "Rating Supreme Court Justices," *American Bar Association Journal*, November 1972.



the BYU Alumni Association has spread throughout North America, and even to South Africa, as indicated by a representative of the University of Witwatersrand in Johannesburg travelling to Provo in 1960 to view first hand the association's records procedures. In 1973-74 as chairman of the board of the American Alumni Council, Hyde traveled over 50,000 miles representing the Council at various conferences, institutes, and seminars. In January 1973 he was invited to speak to college and university presidents at the Association of American Colleges national conference in San Francisco. The organization later published his speech on alumni involvement in their national magazine.<sup>25</sup>

### **Financial Contributions of Alumni**

An unpublished analysis of alumni contributions conducted by the Annual Giving staff in 1975 revealed that donations to the school increase almost in direct proportion to the number of years since alumni left school. About twenty-six percent of the members of the classes of 1970 through 1974 had made financial contributions to BYU, with gifts averaging \$11.02 annually. In contrast, seventy-eight percent of the members of graduating classes prior to 1920 made contributions. Members of the classes of 1915 through 1919 gave an annual average of \$142.85 to the school. While alumni financial contributions to BYU have grown steadily during the past twenty years, their ability to support the institution financially will increase substantially during the next thirty years when the careers of the young alumni mature. As their children leave home and their personal financial obligations are reduced, the potential financial support from the group will multiply.

### **Immediate Influence in Other Nations**

Although the real influx of students from other nations did not begin until the 1950's, foreign-born alumni are already

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25. Ronald G. Hyde, "Worth Repeating," *College Management*, May 1973, pp. 44-45.

filling positions of major responsibility. Guatemalan Rafael E. Castillo, a graduate of BYU in 1957, has served as his country's delegate to the United Nations. In Indonesia, Saing Silalahi, who received a master's degree from BYU in 1961, has served as mayor of Central Jakarta and presently is mayor of West Jakarta, with jurisdiction over a million and a half residents. In Bangkok, Thailand, Tim Chan Wanglee (class of 1959) is an international businessman with substantial banking interests throughout the Far East. Juan Jose Rodas (1960), previously a judge and then administrator of courts in Guatemala, now serves as legal counselor at the permanent mission of Guatemala to the United Nations. Dr. Oscar J. Udo (1967) is a professor of social science, and R. Michael B. Ukpong (1967) is a professor of political science at the University of Nigeria. Nasser Ghoush-Beigui is an aid to the Iranian Ambassador in Washington, D.C., and Canadian Kenneth L. Kyle (1968) has served with the Office of the Privy Council in Ottawa and presently is director of social and cultural affairs for the province of Alberta. Dr. Friederich Hanns Lorenz (1958) from Heidelberg introduced the study of public administration in Germany and is presently a professor at the University of Constance in Switzerland. Ann Stark Robinson is secretary to the crown prince of Korea. And in New York, Iranian Mehdi Fakharzadeh (1950) was recently featured in a *Fortune* magazine article as the top producer for Metropolitan Life Insurance Company in 1974. While most of these foreign alumni are not members of the Church, they and many others like them developed at BYU a friendship for the Church which has already been helpful in opening doors for expanding missionary work throughout the world. They will be ambassadors-at-large for the future growth of the Church.

### **Emeritus Club**

The Emeritus Club of the Brigham Young University Alumni Association was organized in 1941, with Richard R. Lyman as its first president. The following were eligible for membership:



1. All who attended the school during Karl G. Maeser's presidency, whether they graduated or not.
2. All who graduated fifty years or more prior to the time emeritus certificates were first awarded.
3. Those who have served or are serving BYU on the Board of Trustees or on the faculty of the school and who are seventy years of age or older.
4. Those who qualify and who return to campus and are present to receive the award.

In the case of deceased graduates, who would have been eligible if they had lived, the award was made to the nearest of kin who was present or who had previously advised the officers of the Emeritus Club that the award was desired. Fifty-six former students received Emeritus Club Charter membership certificates in June 1941. The following six members of the original class of 1876 were present:

Mrs. Emma Stables Taylor of Provo, Utah  
 Mrs. Alice Smoot Newell of Provo, Utah  
 Mrs. Diantha Bellings Worsley of Provo, Utah  
 Mrs. Mary E. Cluff Little of Ogden, Utah  
 Mr. Charles A. Glazier of Los Angeles, California  
 Mr. Samuel D. Moore of Payson, Utah

The organization and objectives of the Emeritus Club underwent changes over the years to improve the scope and efficiency of operation. In July 1969, Stephen L. Barrett, who is on the staff of the Alumni Association, became the executive secretary to the Emeritus Club. Projects in which members of the Emeritus Club have been active participants include estate planning seminars, telefund projects, books and funds for the library, research on premedical programs, funds for scholarships and endowed chairs, servicemen's correspondence, and publication of *Sons of Brigham*.

In 1972 the officers and directors initiated a program in which they annually presented Emeritus Club awards to members of the club who had through the years rendered distinguished service in the fields of government, business, science, education, religion, art, and letters.

The following have been recipients of this Emeritus Club award:

<b>Year</b>	<b>Recipients</b>
1972	Dr. Florence Jeppersen Madsen Dr. Harvey Fletcher
1973	Dr. LeRoy Hafen Jennie Knight Mangum Senator Arthur V. Watkins Belle S. Spafford
1974	Ida Jensen Romney Judge David J. Wilson
1975	Algie Eggertsen Ballif J. Edward Johnson Kiefer B. Sauls Alberta H. Christensen
1976	Elsie Brockbank Joseph Smith Jarvis

A list of the presidents of the BYU Emeritus Club by years is given in the appendices to volume 4.

### **The Division of Continuing Education**

As early as 1876, Karl G. Maeser organized a night class for laborers at the Provo Woolen Mills. There were some experiments with evening classes in the ensuing years, but they lacked continuity and had little success. When the school moved to the ZCMI Warehouse after the destruction by fire of the Lewis Building in 1884, evening classes were discontinued because of "the inconvenience of our new location."<sup>26</sup> The Polysophical Society, organized with authority from the Board of Trustees in 1877-78, was initially a bureau for student lectures and discussions. John C. Swensen explained that "In 1903 we established for the first time a regular lyceum program made up of more or less famous men from the outside."<sup>27</sup> This lyceum program continued throughout the

26. BYU Faculty Meeting Minutes, 8 February 1884, BYU Archives.

27. "Autobiography of John Canute Swensen, February 4, 1869 — Au-



years, finally coming under the management of the Extension Division. Night classes were attempted again in 1903, but they were sporadic in numbers and attendance. During the 1905-06 school year some extension classes were held, on request, in nearby communities.

The Division of Continuing Education, which today serves more than 300,000 individual students, owes its existence to President Franklin S. Harris, who organized the Extension Division in 1921, from which the Division of Continuing Education has grown. During his administration and with his dynamic support, the first director, Lowry Nelson, organized off-campus education and laid a solid base for subsequent developments. The philosophy of the Extension Division, as stated in November 1922, was:

Every citizen is entitled to an education. It is the aim of institutions of higher learning to reach as many of their constituency as possible; accordingly, the usefulness of the Brigham Young University is not confined to the campus. Through the Extension Division the instruction of the institution is carried, broadcast, and its influence extended. Persons who are ambitious to get an education, but who cannot go away to school, need not be denied the instruction which the University is prepared to give. Through correspondence studies they may educate themselves at home. The Extension Division wishes in particular to be of service to the Church.<sup>28</sup>

In 1946, a quarter of a century later, President Howard S. McDonald appointed Harold Glen Clark, a man of ideas and vision, as director of the Extension Division. Surrounding himself with competent assistants, Clark greatly enlarged the scope of the work.

The arrival of Ernest Wilkinson in February 1951 gave Harold Glen Clark an opportunity to sell an expanded program he envisioned. In a letter to Wilkinson dated 3 August

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gust 30, 1953," unpublished, bound typescript, box UA 108, BYU Archives, p. 32.

28. "Correspondence Courses," *Brigham Young University Quarterly*, November 1922, BYU Archives, p. 5.

1951, Clark outlined eight objectives to be accomplished cooperatively in the next five years:

1. More useful and expanded Leadership Weeks, to be given in Arizona, California, Idaho, and elsewhere.
2. A cooperatively planned service to help the programs of the auxiliaries of the Church.
3. The establishment of useful BYU residence centers throughout the Church.
4. The conduct of extension courses by qualified instructors who may not be members of the resident faculty, thus permitting more people to have the advantages of higher education under the direction of the Church University.
5. Serve LDS men and women in the service through a well-conceived Home Study service suited to their needs.
6. Supplement teaching on BYU campus and in the Church by producing useful audio-visual aids in the form of pictures, slides, and movies.
7. Help the tithepayers and potential tithepayers and supporters of the Church University feel that BYU is their school and that its unique services are available to them on or off campus, that learning never ends, and that the stimulation to lifelong learning emanates from Brigham Young University.
8. The establishment of a college of general studies at Brigham Young University where men and women of all ages may pursue courses which lead to a special degree which recognizes the place and importance of general studies in the lives of mature men and women.

Wilkinson approved of these objectives and Clark proceeded to give life to them over a period of twenty years until he was called to be president of the new Provo Temple. He was succeeded by Stanley A. Peterson, one of his assistants, who has carried on with increasing momentum. Several factors have contributed to the remarkable growth of this division. First, there was a remarkable growth in the Church itself. The teachings of the Church create within its members a desire to continue their learning and to broaden their experience. After World War II the educational systems of the



country allowed more flexibility in the extension of services to a wide audience. The cultural, economic, and social conditions of the world encouraged new forms of educational service. And, finally, a dedicated faculty was willing to serve broad educational interests.

A number of years ago a California educator from a prestigious institution who had been invited to attend one of BYU's Education Week programs commented: "This is all very fine, and we could do the same thing except for two reasons: First, our faculty wouldn't teach, and, second, the students wouldn't come." The 300,000-member student body of BYU Continuing Education resulted from taking willing teachers to eager students wherever they might be.

### **Evening Classes**

Over the years, many thousands of adults have come to Brigham Young University to register for continuing education classes. These have been handled in three broad areas: evening classes, campus education weeks, and special workshops and seminars. Various attempts at evening class offerings for adults, some successful and some unsuccessful, have been made since the early years of the school. Joseph M. Tanner, a faculty member at the Academy and superintendent of LDS Church schools, told of his early experience as an evening student:

When Professor Maeser arrived in Provo in the spring of 1876, I was laboring in the Provo Woolen Mills. . . . I made an application to Professor Maeser and the Board for a night class, and secured for that purpose the names of twenty-seven of my factory companions. All manifested unusual interest in the beginning, but the preparations required self-denial and night work more than many felt that they could render, and after a few weeks I was a solitary member in the class.

Professor Maeser soon touched a sympathetic chord and occasional conversations after the exercises soon won my fullest confidence and inspired me with new ambition.

It became necessary for me to forego the various eve-

ning pleasures common to a community of young people, and after my day's work was over at the factory I applied myself late in the evenings to my studies. I was impelled to this not only by the interest I felt in the work, but by an ambition I had to keep parallel with the day classes, which I was able to join at the end of six months.<sup>29</sup>

After the Extension Division was organized in 1921, evening classes were more successful, but there was no formal organization of the program until 1953. In that year, fifteen evening classes were offered on the BYU campus, three for academic credit and the others for self-development, entertainment, and hobby development. An independent department was organized and designated The Evening School in 1956. Subjects filling general requirements for a University degree were offered for the first time in 1957-58, beginning an era of rapid growth. In the fall of 1958, thirty-seven departments of the University were represented in evening class offerings.<sup>30</sup> Daytime students were invited to enroll in evening classes. However, some University administrators were fearful that since faculty members received extra compensation for teaching evening classes they would encourage too many day students to attend night school. To discourage this, a fee of \$2.00 per quarter hour was charged. However, evening classes became popular with many daytime students. In fact, regular student enrollment in evening classes soon exceeded the community adult student enrollment. The extra fee was eliminated at the beginning of the 1973-74 school year.

Since Provo and the surrounding communities do not represent a large population base, the combination of regular day students and adult students from the community has allowed for a successful offering. It is now possible to complete an associate degree in a number of academic areas, including law enforcement and child development, at Brigham Young Uni-

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29. J. M. Tanner, "Grammar Department: Historical Work," *The Young Woman's Journal* 3 (May 1892): 339-40.

30. *Brigham Young University Catalog of Courses, 1958-59* (Provo: Brigham Young University, 1958), p. 392.



## BYU Evening Classes, 1949-50 to 1974-75

Year	Enrollments	Full-Time Equivalent Students	Total Number of Classes Offered
1949-50	228	—	—
1950-51	673	—	—
1951-52	480	—	—
1952-53	615	—	—
1953-54	725	—	41
1954-55	1,148	—	49
1955-56	2,089	113.3	95
1956-57	3,025	170.6	195
1957-58	6,911	443.0	364
1958-59	6,320	399.0	421
1959-60	6,556	409.0	446
1960-61	5,279	389.9	325
1961-62	5,442	434.8	390
1962-63	6,166	492.8	434
1963-64	8,311	669.5	495
1964-65	9,741	778.4	642
1965-66	12,923	1,047.6	698
1966-67	13,842	1,150.0	748
1967-68	15,404	1,275.5	826
1968-69	16,670	1,384.1	920
1969-70	21,616	1,768.7	966
1970-71	22,395	1,868.9	1,127
1971-72	21,306	1,773.1	1,046
1972-73	19,368	2,051.0	1,312
1973-74	26,889	2,179.0	1,313
1974-75	30,225	2,414.0	1,313



Elder S. Dilworth Young addressing  
an Education Week audience in 1955.  
Mrs. Young and Harold Glen Clark,  
dean of Continuing Education, are  
behind him.



versity without ever enrolling in daytime classes. The number achieving this goal has been small. In 1949-50 there were 228 enrollments in evening classes at BYU. This figure mushroomed to 26,889 enrollments in 1973-74, involving sixty academic departments and approximately 470 different courses each semester; evening class enrollments were equivalent to 2,179 full-time students (*see* accompanying chart).

### Campus Education Week

Education Week (formerly Leadership Week), held annually at BYU, is a unique adult education program which brings thousands of people to campus. Leadership Week was established in 1922 by action of the Board of Trustees.<sup>31</sup> The first Leadership Week program was held in the winter so that farmers would not have to leave their crops to attend. The formal purpose of Leadership Week was "to inspire and prepare members of the Church for higher qualities of leadership." This was to be accomplished by providing a time for members of the Church and others to have contact with outstanding teachers and lecturers during short courses and lectures given over a five-day period on the University campus. No academic credit was given for these seminars.

Attendance at the first Leadership Week was well over 2,000. The event was such a success that the Board authorized continuation of the program each year. Held annually since that time except during World War II and in 1947 and 1949, Education Week has prompted other educational programs and has been of service to thousands of Church members who have come from all over the world to attend. In 1950 the program was changed to the summer in order to avoid conflicts with the regular day school. Until 1955, patrons were allowed to attend the program without charge; in that year a registration fee of one dollar was authorized.<sup>32</sup> The fee has increased since then to seven dollars in order to meet expenses.

31. BYU Board Executive Committee Minutes, 9 December 1922.

32. BYU Extension Division, Extension Council Meeting Minutes, 10 January 1955, BYU Archives.

Except for a few off-campus programs in 1959 that were referred to as "Festivals of Learning," the program was called Leadership Week until 1963. Feeling that the term "Leadership Week" was too limiting and could give the impression that Brigham Young University was training the priesthood leadership of the Church, the Board of Trustees changed the title of Education Week in December 1962. In 1975 a total of 10,181 individuals from throughout the nation registered for Education Week programs.

### **Workshops, Seminars, and Special Courses**

In addition to the evening credit class programs and the campus Education Week offering, the campus has been a natural base for numerous special credit and noncredit programs. Although many of these are held during the regular academic period, most of them have been held as summer workshops, seminars, and conferences. The youth and adults of the Church have been able to benefit from campus facilities and the faculty through such programs as genealogy research seminars; Boy Scout merit badge programs; family life conferences; music, journalism, and drama workshops; youth conferences; engineering symposiums; audio-recording seminars; college health seminars; college honors programs; and education inservice classes for teachers and administrators. These programs have been so popular that enrollment grew from 1,250 in 1956-57 to 36,189 in 1974-75.<sup>33</sup>

### **Study in the American Centers**

Most of the approaches to an extended campus concept at BYU have developed since 1950. Because of leadership and determination, the once isolated campus in Provo is extending its influence to the homes of LDS people throughout the world.

By the 1950s, some of the larger American universities had

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33. In continuing education at BYU, as is standard with all universities, each class taken is counted as a separate enrollment. There are no separate figures as to head count, although the BYU Continuing Education Division estimates that head count would be ten to fifteen percent less than total enrollment figures.





President Joseph Fielding Smith  
greeting explorer scouts at a  
Special Courses and Conferences  
activity at BYU in 1963.

met a growing public demand for better continuing education opportunities by establishing off-campus centers; there were in excess of 200 such centers in 1954.<sup>34</sup> Brigham Young University subsequently established four off-campus centers: the BYU — Ricks Center, the BYU — Ogden Center, the BYU — Salt Lake Center, and the BYU — California Center.

When Ricks College at Rexburg, Idaho, was changed from a four-year to a two-year institution in 1956, it left an educational void in southeastern Idaho, particularly in the area of certification and recertification for teachers who needed upper division undergraduate and graduate courses. The Board of Trustees agreed with President Wilkinson that a BYU — Ricks Center would help fill the void. The center, authorized in July 1956, began offering classes during the fall semester of that year. J. Kenneth Thatcher, superintendent of the Sugar-Salem schools in Idaho, was employed to organize the center, becoming its first chairman. He was housed in a remodeled room at Ricks College, given a budget, and allowed to formulate ways in which extension programs could be conducted in Idaho.<sup>35</sup>

Courses and faculty for classes at the center were approved by Brigham Young University department chairmen and college deans. The center established evening classes and summer school programs primarily in noncredit, upper division credit, and graduate credit areas. During a period when it was contemplated that Ricks College might be moved to Idaho Falls, an additional office was established in Idaho Falls.<sup>36</sup> This office was coordinated with the parent center on the Ricks College campus in Rexburg. By 1974-75, the enrollment in credit and noncredit programs administered by the BYU-Ricks Center had grown to 39,926.<sup>37</sup> For a number of

34. Richard H. Henstrom, "Scope and Characteristics of University Off-Campus Centers in the United States" (Ph.D. dissertation, Brigham Young University, 1966), p. 15.

35. Richard H. Henstrom, "The History of Continuing Education at Brigham Young University, 1875-1973," unpublished typescript in BYU Archives, p. 211.

36. *Ibid.*, p. 213.

37. The Church Educational System and Brigham Young University, *Continuing Education Annual Report, 1974-75*, BYU Archives, p. 7.



years the center has sponsored classes for both Ricks College and BYU credit under the chairmanship of J. Kenneth Thatcher, Thomas D. Kershaw, and R. Brent Kinghorn.

Early in 1957, President Ernest L. Wilkinson was notified that the institute of religion facility adjacent to the old Weber College campus would become available after the institute was moved to a facility adjacent to the new campus. On 4 March 1957, President Harvey L. Taylor made a report to the Administrative Council concerning a meeting which he and Dean Harold Glen Clark held on 28 February 1957 with eleven stake presidents in the Ogden area at which they recommended that a BYU center be established in the old institute building. The council agreed with the recommendation, prepared a complete report, and the Board of Trustees gave its approval on 18 April 1957.

The opening of the center was formally announced in a letter addressed to Ogden area stake presidents and bishops by Joseph Fielding Smith, chairman of the Executive Committee of the Board of Education of the Church, and by President Ernest L. Wilkinson. The letter explained that the center was being established

for the purpose of bringing to our people there [Ogden] such services as audio-visual and other teaching aids, special lectures related to the fundamentals of the Gospel and other leadership training courses. . . . The services contemplated will be primarily geared to members of the Church, but no one is barred who wishes to take advantage of this adult education program for self-improvement. . . . It should be made clear . . . we do not contemplate a program which duplicates or substantially competes with Weber Junior College. . . . This new service center is a forerunner of the type of Adult Education Center which it is contemplated the Church Unified School System will organize in various places where there is a substantial church membership.<sup>38</sup>

Mark A. Benson, an administrator in the BYU Adult Education and Extension Services, was appointed first director of

38. Richard H. Henstrom, "The History of Continuing Education at BYU," p. 233.



BYU — Ogden Center.



the Ogden Center, which opened on 10 August 1957. Albert L. Bott and Scott B. Price, two local stake presidents, advised the center during its establishment. That first year, there were five credit classes with a total enrollment of ninety-nine, and seven noncredit classes with an enrollment of 639. By 1974-75, enrollment at the center totaled 13,647. George S. Haslam and Orson B. Roper succeeded Mark A. Benson as chairmen of the BYU — Ogden Center.

From 1952 until 1959, various lectures and credit classes were given in Salt Lake City by members of the BYU faculty. The Extension Division staff unsuccessfully attempted to organize a Salt Lake City Center, though the LDS Business College campus was used for such classes as genealogy and the “Know Your Religion” lectures given in Barrett Hall. When the McCune School of Music was discontinued in 1957, the Trustees authorized the reopening of the McCune Mansion as the BYU — Salt Lake Center, and on 15 December 1958, President Ernest L. Wilkinson addressed a letter to all stake presidents, bishops, and auxiliary boards in the Salt Lake City area, similar to the one previously sent to stake presidents in the Ogden area, announcing the creation of a BYU — Salt Lake Adult Education Center.<sup>39</sup>

Lynn M. Hilton, who had been assistant to Dean Harold Glen Clark on the Provo campus since 1953, was appointed first chairman of the Salt Lake Center. The facility opened on 2 January 1959 with an enrollment of 399. Later, the mansion proved inadequate for the increased enrollment, and classes had to be held in some fifty other locations, including the Craft House, Barrett Hall, the Assembly Hall, the University of Utah institute of religion, libraries, business and industry facilities, public schools, and various church facilities. In June 1972 the Board of Trustees approved the moving of the BYU — Salt Lake Center to the Health and Continuing Education

39. In 1919, Alfred McCune, one of Salt Lake City's early millionaires, had given the Church a mansion on North Main Street, hoping that it might become the home of the President of the Church. Heber J. Grant, then President of the Church, preferred a more humble dwelling and converted the McCune Mansion into a school for the development of music and the arts.



Paul H. Dunn conducting a Continuing  
Education class in Los Angeles in  
the early 1960s.



Building at 401 Twelfth Avenue (the former Veteran's Hospital facility). In 1974-75 the total enrollment at the Salt Lake Center was 15,775, equivalent to 879 full-time students.<sup>40</sup> Lynn M. Hilton, Keith L. Smith, Bruce M. Lake, and R. Jan Thurston have served as chairmen of the BYU — Salt Lake Center since its opening in 1959.

The BYU — California Center grew from local demands and the aggressive administration of the Division of Continuing Education, which had been encouraged by the response in Southern California to previous continuing education offerings. While a building was acquired for offices, however, prospective students were too scattered for an intensive night class schedule in one location. Church facilities were generally obtained for the classes, which were primarily in the categories of education weeks, special lecture series, various programs for youth, and seminars on genealogy and other subjects. On 18 June 1959 a letter was sent to all stake presidents and bishops in Southern California over the signature of Joseph Fielding Smith, chairman of the Executive Committee of the Board of Trustees, announcing the decision of the Board to establish a BYU center in their area. The opening was scheduled for July 1959.

Until 1969 the California program concentrated on non-credit courses, but in that year Brigham Young University started a graduate program leading to the doctor's degree in education (Ed.D.). Candidates could earn most of the needed credit in local classes and were required to do only limited residence work on the BYU campus by attending summer sessions. The new off-campus doctoral program initiated in California was administered by the California Center.

The BYU — California Center was first housed at 3621 South McClintock Avenue in Los Angeles, with David N. Chalk as chairman. The center has since located its offices in Inglewood and Covina, California. It is currently centered in Garden Grove, California. Registrations during the first year of operation included 707 enrollments in noncredit courses

40. The Church Educational System and Brigham Young University, *Continuing Education Annual Report, 1974-75*, p. 7.

and 2,565 enrollments in leadership weeks. By the 1974-75 academic year, total enrollment had increased to 71,661.<sup>41</sup> The men who have served as chairman of the BYU — California Center are David N. Chalk, R. Wayne Shute, V. Dallas Merrell, Stanley A. Peterson, R. Jan Thurston, and Kenneth W. Anderson.

### **Study Abroad Programs**

Brigham Young University has founded several centers in other nations for credit courses in languages and culture in the natural setting. Because of the Church's increasing international status, the study of languages provided the first impetus for the establishment of foreign centers. Some early programs were organized for short periods, including summer study of Spanish in Mexico in 1958; of French in Quebec, Canada, in 1959; and of German in Austria in 1963. But these student tours were only the beginning. The University, with the approval of the Board of Trustees, eventually organized more permanent academic centers overseas.

### **Salzburg, Austria**

The first semester abroad program was begun in Salzburg, Austria, in the winter of 1965, almost immediately after authorization was given by the First Presidency.<sup>42</sup> The director of this pioneer program was Arthur R. Watkins. He was assisted by BYU faculty members John R. Halliday, Eugene Campbell, Ray C. Hillam, and Briant S. Jacobs. One hundred and forty-three students participated. Although it was marred by a tragic accident in which two female students were accidentally asphyxiated while visiting in the apartment of a member of the Church in Vienna, the first semester abroad was a great success. President Wilkinson visited this program before making a recommendation to the Board that it be continued. In a memorandum to Dean Harold Glen Clark dated 19 July 1965, Vice-President Earl C. Crockett an-

41. Ibid.

42. Richard H. Henstrom, "The History of Continuing Education at BYU," p. 167.



nounced that the First Presidency had granted approval for continuation of the program in Salzburg and for the addition of a similar program at Grenoble, France. The Hotel Steinlichner in Salzburg became the headquarters of the program in Austria for several years, with some advanced students housed in private homes. Several years later the program was moved to the Gasthof Zieglau in Elsbethan on the outskirts of Salzburg.

### **Grenoble and Paris, France**

In January 1966 a new study abroad program was begun in Grenoble, France, under the direction of Harold W. Lee, who was assisted by Wilford E. Smith, Preston R. Gledhill, and James B. Allen (Wilford Smith and James Allen taught their courses on the block plan, switching at midsemester between Salzburg and Grenoble). Seventy students participated in this initial Grenoble semester abroad program, and they were housed in residence halls of the University of Grenoble. In 1973 this program was transferred to Paris.

### **Jerusalem**

From the time of the founding of the Church in 1830, Mormons have been interested in the land of Palestine, for not only was it the home of the Savior, but it is designated in the scriptures as a gathering place for the Jews in the last days. Church members looked with interest upon the establishment of a State of Israel, and many LDS people have a strong desire to visit Palestine. On 2 February 1966 a proposal was made to the Board of Trustees concerning a study abroad program to center in Jerusalem. The Board did not act on this proposal but referred it to the First Presidency. President McKay approved the program shortly thereafter with a provision that half of the program be in Arab territory and half in Israel. Interested in proselytizing the Arab nations, the First Presidency did not wish to offend any nation by appearing to play favorites in the establishment of an educational program. In the fall of 1966, arrangements were made for half of the program to be conducted at the Ritz Hotel in Jerusalem,

Jordan, and the other half to be conducted in Israel on Kibbutzim and in youth hostels. The 1967 war between Israel and the Arabs disrupted all arrangements, and it was necessary to make other plans. In January 1968 the program began in Jerusalem under the direction of Dean Daniel H. Ludlow of the College of Religious Instruction. The twenty students and the Ludlows were housed at the Ritz Hotel, which also served as the center where classes were conducted. Even though this section of the city had come under Israeli control, it was populated by Arabs, and the Ritz Hotel was owned and operated by Arabs. In 1969, conditions in the Middle East seemed to warrant the resumption of the Jerusalem program, and a group of thirty-three students entered Israel by way of Jordan. Led by LaMar C. Berrett, the group made history as the first individuals to cross from Jordan into Israel by the Allenby Bridge over the Jordan River since the 1967 war. Much publicity accompanied this event, including nationwide television coverage in the United States.

### **Madrid, Spain**

In 1968 the Board of Trustees approved a BYU semester abroad program in Spain. Terrance L. Hansen was appointed first director for the program, which began in February 1969 with forty-three students. Several residences were obtained in downtown Madrid to accommodate the students. Elder Marion G. Romney visited Spain and was greeted at the airport by the group; he was given an assignment by the First Presidency to dedicate Spain for the preaching of the gospel, and the study abroad group was able to participate. A mission was opened, and the study abroad people have been an active part of this mission since that time.

### **London, England**

President Wilkinson proposed a study abroad program for London, England, to the Board of Trustees, but since early emphasis for these programs was on language training, it was not approved. However, the program was authorized in De-



cember 1974, during the Oaks Administration, to become active in 1975.

BYU students have reacted very favorably to their study abroad. To study languages, art, politics, history, and various cultures on the scene seemed to them to have great educational value. One student liked the program in Paris because "We weren't tourists but citizens of the community for awhile." A participant in the program in Madrid commented, "My horizons have been broadened, my education furthered, my personality more developed and my testimony strengthened." Another student enjoyed learning "to see things from a wider perspective. I feel wiser, deeper . . . more outgoing . . . more able to really love anybody and everybody."

### **Home Study**

One of the first accomplishments of the Extension Division after its organization in 1921 was the establishment of a correspondence course program. Since that time, Brigham Young University has been a pioneer in methods of packaging educational materials so that they can be used by students in their own homes. The two major programs in this area that have developed over the years are classified as home study and independent study.

The Home Study Department was an outgrowth of the Bureau of Correspondence organized in 1921. Prior to that time some individual faculty members and departments had sporadically offered limited correspondence programs. After the home study program began, course offerings remained small and enrollment rarely exceeded two hundred in any one year until 1943 when some students in the U.S. Armed Services sought to continue their education by correspondence. It was during this period that the University became associated with the United States Armed Forces Institute (USAFI), which allowed BYU to serve the military all over the world. Church leaders supported this idea, and Joseph Fielding Smith wrote a letter to all bishops, stake presidents, and mission presidents, urging them to encourage LDS service-

men to take advantage of home study opportunities.<sup>43</sup> Administrators hoped that 5,000 of the 14,000 LDS servicemen might enroll in home study courses, but by September 1955 fewer than 400 had enrolled and the following years showed little increase.

Authorization was obtained in 1955 to offer correspondence courses to inmates of the Utah State Prison. This program has since been expanded to serve all LDS Church members in prison. Response to this program has also been limited.

Approval was given for the Home Study Department to offer courses leading to an associate of science degree in law enforcement on 22 November 1971 and an associate of science degree in family living on 4 October 1973. By 1975, home study enrollment had grown to over 10,000 equivalent to 788 full-time students, compared to 837 enrollments in 1951. In 1975, more than 300 courses of study were offered, representing nearly every department of the University. The Department of Home Study has become one of the national leaders in correspondence education on the university level, ranking third nationally in registrations. Most of the registrants come from the fifty United States, but approximately eleven percent, or 1,000 students, live in other countries. About thirty-eight percent of the enrollees are college-age students; twelve percent, high school students; and the other fifty percent, professional people, housewives, and teachers.

### **Independent Study**

As early as 1964 a committee chaired by Harold Glen Clark was appointed by the administration to investigate the possibility of a special bachelor's degree for adults. The development of this degree continued for several years. In May 1969 the Board of Trustees agreed to support the proposal for bachelor of independent studies degree, with the understanding that the program would be self-supporting and would not displace any other students. The course of study was organized so that students were assigned faculty advisers and

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43. Ibid., p. 82.



directed to study lessons, complete assignments, and attend periodic campus seminars. Course structure provided for six study areas: Foundations, Man and the Meaning of Life, Man and Society, Man and Beauty, Man and the Universe, and the Closure Project. Consisting of a liberal arts or general studies curriculum leading to a bachelor's degree, the program allowed for transfer credit and for the progress of a student according to his ability. The first applicant for the new degree was admitted on 10 June 1970, and the first six graduates received their bachelor of independent studies degrees in August 1974. There were approximately 150 students in the program in 1975 ranging from twenty-one to seventy-five years in age. The program has an advisory committee currently headed by Richard H. Henstrom, who was on the first committee appointed to study the degree. Program administrators have included Robert C. Seamons and Wayne J. Lott.

### **Off-Campus Education Weeks**

The success of the BYU Leadership Week prompted Ricks College to launch a similar program at Rexburg, Idaho, in 1923. From time to time similar programs were offered in rural communities in Southern Idaho and throughout Utah. They used BYU faculty members but were not University-sponsored programs. Many who attended the early campus Leadership Weeks urged Brigham Young University to hold similar events off campus. In time, the Board of Trustees approved the idea, but it was not until June 1951 that the first official Education Week was held off campus at Cardston, Alberta, Canada. Elder Harold B. Lee and President Ernest L. Wilkinson participated. The program was repeated in 1952 and 1953 and then temporarily discontinued.

After the request of stake presidents in the area in February 1958, the Board of Trustees approved an Education Week for Southern California. The first program was held in two different chapels in the Downey area of Los Angeles in 1958. Similar requests subsequently were made to the University administration, and on 5 November 1958 the Board of Trustees approved a Leadership Week to be held in Phoenix,

Arizona, and another in Ogden, Utah. On 7 May 1959, authorization was given to hold a similar program in Salt Lake City, and on 23 April 1959 for one in Northern California at Oakland. The way was clear for a rapid expansion of Education Week programs off campus.

In the beginning, these off-campus programs enlisted the aid of BYU faculty, General Authorities, general board members, institute and seminary teachers, and others. With such talent available, the success of the program depended upon organizational skill and local publicity. At first, no honorariums were paid to participating teachers, but each received travel expense, lodging, and meals. The number of programs increased, and during 1962, twenty-one separate Leadership Week programs were held, with a total enrollment of 28,348. An Education Week Department in the Division of Continuing Education was organized to coordinate the expanding off-campus Education Week program. In 1974-75 the Education Weeks held off campus reached eighty-three separate communities, with a total enrollment of 62,412.

### **Special Religious Programs**

Education Days are a shorter version of Education Weeks which grew from the desire of smaller communities to have access to Education Week resources. They are primarily Saturday programs with occasional Friday night lectures preceding them. Just a few faculty members participate, and the days have been limited primarily to Utah and the Western States. In 1974-75, Education Days reached thirty-one communities and 8,779 registrants.

Lecture circuits have been conducted primarily during the summer months with from one to three professors holding one- or two-night sessions in various locations. Small admission fees made the lecture tours self-sustaining. In 1975, different tours in the midwestern, southeastern, and northeastern United States reached thirty-eight locations and 8,304 people.

The Know Your Religion series, designed to teach the gospel, had its origin in Salt Lake City. The lecturers were first



sponsored by the Mutual Improvement Association in Barrett Hall. The First Presidency later indicated that this was an educational program more appropriately sponsored by Brigham Young University, and in 1952 this popular series began to be offered by skilled teachers under University sponsorship. The program has grown and taken on various forms. At times the lectures have been offered on a weekly basis, but now they are generally a monthly or twice-monthly evening lecture series on gospel and Church topics. This has become one of the most popular of all the extension programs; in 1974-75 there were 81,849 individual registrations for Know Your Religion lectures in seventy locations.

Over the years there has been a demand for both credit and noncredit classes in religion to supplement the lecture series. In 1974-75 a total of 12,011 people registered for ninety-three different courses and programs in religion. One series, called "Women's Enrichment Seminars," has had considerable success. Coordinated with the Relief Society Presidency and the Church's Correlation Committee, they are lesson-enrichment programs for teachers who are working with Relief Society courses, giving them background materials to help them in their classes. By 1974-75 there were 7,155 individuals enrolled in sixteen of these programs.

### **BYU Travel Studies**

Following World War II, people of the western nations felt a tremendous urge to visit other peoples and cultures. The development of fast means of travel and a general era of prosperity made international traveling a reality for many people. Travel could also be particularly educational if packaged correctly and conducted by men of training and experience. Leaders at BYU observed this demand and also realized that Church standards should be a part of such tours, making them ideal for those who wanted to travel and obtain an education in a congenial atmosphere. Church leaders welcomed BYU participation in organizing a travel program serving students and other adults. The Board of Trustees therefore approved BYU guidelines for travel study.

The Department of Travel Study had its beginnings in 1951 when Brigham Young University tours were planned by the Extension Division. Director Harold Glen Clark and Raymond E. Beckham made a proposal to the University administration that a Church history tour be conducted in the summer of 1951. This first authorized travel tour, with thirty-one participants and Alma Burton as director, met on the BYU campus on 6 June 1951, studied for one week, and then began the tour on 11 June 1951.<sup>44</sup> Another travel study group left Salt Lake City for Mexico on 6 June 1951 under the direction of Ernest J. Wilkins and Aaron F. Brown. This study tour offered six hours of University credit, and the seventeen members of the group traveled in six private automobiles.

A separate Travel Studies Bureau was not authorized until 1953 when R. Max Rogers was named director of the new organization.<sup>45</sup> From the beginning, Travel Study was to be self-supporting, receiving no appropriations from the University or from Church funds.<sup>46</sup>

From two tours with fifty-seven participants in 1951, the travel study program grew to twenty-two tours involving 1,856 participants in the following tours in 1974-75:

<b>Tour</b>	<b>Number of Participants</b>
December Book of Mormon	95
December World of the Bible	234
Jerusalem Semester Abroad	36
Beach and Baseball	145
April World of the Bible	215
April Book of Mormon	32
Project Mexico	98
Washington Seminar	64
Around the World	26
Expanded World of the Bible	22

44. Alma P. Burton to Harold Glen Clark, 10 October 1951, vol. 6, BYU Extension Division Publications, BYU Archives.

45. Richard H. Henstrom, "The History of Continuing Education at BYU," p. 163.

46. Ibid.



Inside Europe	30
June World of the Bible	32
Jerusalem Semester Abroad	26
Europe, East and West	42
Europe on a Shoestring	63
Charter	57
Church History	229
Discover Israel	16
Alpine Adventure	16
Temples and the Holy Land	85
Europe with Elaine	39
Lands of the Scriptures	254

The great strength of these offerings has been the ability to combine educational content and faculty experience with travel. During recent years, cooperative programs with the Alumni Association have proved to be successful. The first such cooperative tour was "Osaka and Beyond," offered during the summer of 1970 and involving sixty-seven participants.

Brigham Young University's operation has come to be recognized as one of the largest and most efficient travel study programs in the country. Comments to this effect have come from travel agencies and other travel study administrators. In 1957, William I. Holbrook, vice-president of American Youth Abroad, referred to the BYU Travel Study program as "the finest and most highly developed educational travel program of any college or university in the country."<sup>47</sup> The BYU program is diversified and has a solid educational base. The high standards and friendly nature of the participants have also resulted in positive reactions from tour, hotel, and residence managers around the world. An example is Mr. J. W. Humphries of Mornford Investments, Limited, of London, England. Because of the high calibre of BYU programs, Humphries lends unusual personal assistance to BYU-sponsored

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47. Ibid.

groups performing or traveling in London. One hotel owner said recently that it is a "feather in your cap to have a BYU tour or study abroad group stay in your facility."<sup>48</sup> The chief administrators for this program since R. Max Rogers became its first part-time director have been Jay B. Hunt, 1957 to 1959, and Robert C. Taylor, director since 1959.

### **Other Continuing Education Programs**

The Division of Continuing Education has materially assisted in the Doctoral Internship Program of the College of Education, under which faculty members of the College of Education fly to California to train school administrators in that area. In addition to the doctoral program in education, many students have worked on their master's degree while employed off campus. The College of Education has been a leader in this area, providing opportunities for off-campus courses combined with various campus residence programs. Hundreds of students, primarily in Utah and Idaho, have used this combination of programs to complete their master's degrees while working. More recently, a master's degree program in library science has been initiated in Salt Lake City, providing for all degree coursework away from Provo. A master's degree in public administration is also available at Dugway Proving Grounds in Utah by special arrangement. The University has also initiated a master's degree program in education in Samoa. These activities reflect a national movement to assist graduate students to combine their educational and professional endeavors.

### **A Statistical Review**

During the first year of its operation in 1921-22, the Extension Division had 159 registrations in credit and noncredit classes, 151 correspondence or home study students, and 2,046 official registrants in the first Education Week. Total enrollment was 2,356. The work of the Division has grown so

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48. Mrs. Margrit Venhoda, proprietress of Hotel Steinlichner, Salzburg, Austria.



much that during the 1974-75 academic year there were 301,179 registrations, 61,420 for credit classes and 239,759 for noncredit and other Church continuing education classes. This number is equivalent to 13,946 full-time students, more than one-half of the regular day school enrollment (*see* accompanying charts).<sup>49</sup>

### Financial Support

Extension and continuing education services in the United States traditionally have not shared the same financial backing as other phases of the university system. This has often limited the character of services offered. Brigham Young University has not been different in this respect. From the beginning, the division was expected to cover its primary expenses from fees collected. For many years, Church funds provided a general appropriation in a decreasing percentage of total budget. In 1960-61, for example, the income from fees was 78.3 percent of total operating expenditures. This differential has decreased over the years so that by 1973-74 the ratio was 97.5 percent of income from fees and 2.5 percent from appropriation. By 1975 the division was self-supporting.

A review of the history of Continuing Education at BYU indicates that a delicate line has existed between the role of ecclesiastical and educational programs. President David O. McKay and other Church leaders in 1960 felt that "the program [Leadership Weeks] should be confined to educational, scientific, and cultural subjects and that ecclesiastical matters and administration be not included."<sup>50</sup> The line between these subjects was not always easy to observe, especially for teachers in a Church school. The "Know Your Religion" lecture series, genealogical research instruction, and related subjects still created problems. Accordingly, eight years later Elder Marion G. Romney was appointed to study the matter in

49. One full-time equivalent student takes 30 semester hours of University courses or participates in 480 hours of classwork during the academic year.

50. Diary of David O. McKay, 17 February 1960, Church Historical Department.

## BYU Extension Division Enrollment 1921-22 to 1945-46

Year	Correspondence –		Education Weeks	Total Enrollment
	Extension Classes*	Home Study		
1921-22	159	151	2,046	2,356
1922-23	214	255	2,421	2,890
1923-24	134	206	1,950	2,290
1924-25	192	205	2,312	2,709
1925-26	273	198	1,716	2,187
1926-27	243	157	1,546	1,946
1927-28	403	147	1,300	1,850
1928-29	157	155	1,934	2,246
1929-30	236	186	1,399	1,821
1930-31	183	172	1,361	1,716
1931-32	186	177	1,200	1,563
1932-33	122	196	1,358	1,676
1933-34	382	147	1,866	2,395
1934-35	319	203	3,350	3,872
1935-36	877	225	2,400	3,502
1936-37	562	197	2,200	2,959
1937-38	330	251	3,500	4,081
1938-39	176	260	3,109	3,545
1939-40	122	282	2,900	3,304
1940-41	175		2,956	
1941-42	113	310	radio only	423
1942-43	259	365	not held	624
1943-44	321	600	not held	921
1944-45	1,238	1,064	not held	2,302
1945-46	771	803	3,000	4,574

\*This section includes both credit and noncredit courses, but it does not include thousands of contacts reported as lectures, speeches, conventions, or entertainment.



## BYU Continuing Education Enrollment 1946-47 to 1974-75

Year	Credit*	Noncredit	Education Weeks	Total	Full-Time Equivalent Students
1946-47	811	111	not held	922	not available
1947-48	1,082	225	1,500	2,807	not available
1948-49	831	390	not held	1,221	not available
1949-50	1,159	221	1,629	3,009	not available
1950-51	1,713	237	1,850	3,579	224
1951-52	1,974	504	2,521	4,478	283
1952-53	2,284	3,860	3,153	9,297	386
1953-54	2,512	3,870	3,780	10,162	511
1954-55	3,448	3,881	2,827	10,156	481
1955-56	5,177	3,430	3,488	12,095	646
1956-57	8,530	3,157	4,339	16,026	899
1957-58	11,673	5,212	7,702	24,587	1,432
1958-59	16,511	7,607	15,990	40,108	2,060
1959-60	15,905	7,721	14,858	38,484	2,152
1960-61	13,134	23,050	13,476	49,660	2,319
1961-62	13,570	25,253	26,027	64,850	3,355
1962-63	15,869	32,600	32,803	81,272	4,337
1963-64	21,654	30,489	37,097	89,240	4,608
1964-65	25,579	48,526	35,054	109,159	4,985
1965-66	28,318	54,152	37,711	120,181	5,929
1966-67	28,838	66,238	34,572	129,648	6,596
1967-68	33,702	64,761	47,076	145,539	7,398
1968-69	36,990	83,536	56,173	176,699	8,135
1969-70	43,209	72,491	57,204	172,904	8,487
1970-71	43,140	43,000	60,485	146,625	8,463
1971-72	42,320	43,262	64,433	150,015	8,638
1972-73	49,635	84,606	65,356	211,753	10,803
1973-74	55,108	131,576	75,503	262,187	12,103
1974-75	61,420	196,163	43,596	301,179	13,946

\*Includes Home Study and all other credit courses.

depth. On 4 December 1968 he made a full report to the Board on the entire Division of Continuing Education. Romney said that,

*The purpose of "The Division" is to extend the services and spirit of Brigham Young University beyond the campus; particularly to encourage Latter-day Saints to continue to study and learn through their adult years.*

He further reported that

This purpose is being accomplished to a commendable degree. The cost is minimal to both the Church and the students. The whole division could be made self-sustaining if we cared to raise the fees a little.<sup>51</sup>

Romney recommended that the Division of Continuing Education be continued but that "Education Week be held only where requested by local Church officers and that no pressure be applied by 'The Division' to obtain the invitation"; that teachers should be selected only "from Church members who understand gospel principles and who voluntarily implement gospel living standards in their lives"; that "courses which provide for the training of Church officers in Church procedures and/or the interpretation of Church doctrine, should be eliminated"; that "teachers be instructed not to attempt to give such training nor to make doctrinal interpretations" of their own; and that "courses on new programs inaugurated by Priesthood committees, be given only when requested by the Board of Trustees." He further recommended "that since Continuing Education teachers are considered by the saints as semiofficial Church representatives, they, in dealing with things religious," should set forth principles "fully consistent with the principles of the Restored Gospel . . . wholly free from any taint of sectarianism and also of all theories and conclusions destructive of faith in the simple truths of the Restored Gospel, and especially be free from the teachings of the so-called 'higher criticism.'" These teachings should be "so framed and written as affirmatively to

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51. Richard H. Henstrom, "The History of Continuing Education at BYU," p. 269.



breed faith and not to raise doubts." He finally urged that teachers should be "filled with a spirit of deepest reverence" and "give no place for the slightest levity. The discussion of mysteries and of doctrines upon which there is not a recognized accepted view should be avoided. . . . Care should be taken that the gospel teachings are not cast in an ethical mold. Ethics are man-made and vary with man's concepts and development; the gospel is God's truth and is unchanging through the eternities."<sup>52</sup> Elder Romney's report and recommendations were approved by the Board. At present, the Church-related programs within the Division of Continuing Education are under the supervision of the Correlation Committee of the Church, of which Daniel H. Ludlow is director. Members of educational faculties of the Church are all eligible to participate in these programs; others who are special teachers are approved by the Board of Trustees before receiving teaching assignments.

What began as the Extension Division under President Harris and was renamed the Division of Continuing Education under President Wilkinson carries out one of the main educational functions of the University and has contributed more to making "the world our campus" than any other division. In addition to its present functions, it has served as a developmental and pioneering unit of the University for many programs and services that have later warranted different administrative structure, such as the News Bureau, University Relations, the Program Bureau, the Alumni Association, Educational Media, Instructional Media Services, Central Mailing, Publications, University Lyceums, the Speakers Bureau, Graphics, and Campus Films.

The Brigham Young University Continuing Education program has ranked among the top ten continuing education programs in the United States since 1965-66. This position has steadily improved since that time so that the BYU program now ranks in many statistics above such leading continuing education institutions as the University of California System, Pennsylvania State University, the University of Mary-

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52. Ibid., pp. 271-72.

land, the University of Wisconsin, Purdue University, and the University of Minnesota. Its position for the 1973-74 school year, according to the statistical criteria of the National University Extension Association and the Association for Continuing Higher Education, was as follows: first in total registrations (247,523); first in total noncredit class registrations (90,620); first in total class registrations (136,755); first in total conference registrations (103,432); second in total number of classes (3,130); third in total home study registrations (7,336); and eighth in total degree credit college registrations (46,135). This performance elicited the following on 5 November 1971 from Robert J. Pitchell, executive director of the National University Extension Association:

The publicity about recent proposals for a National University, a National Video University and the North American Open University has tended to obscure the fact that many institutions of higher education are well down the road toward reaching clientele through onsite activities beyond local and state boundaries. . . . Brigham Young University's ability (which extends beyond state boundaries) to put on conferences for 60,000 participants in 60 locations throughout the United States in a year's time comes as a surprise to most educators, and it is being matched in different ways by many other institutions through special degrees and other types of extension activities.<sup>53</sup>

The Division of Continuing Education is now serving a worldwide Church and answering many educational needs, particularly when national studies show that part-time students in postsecondary education now outnumber full-time students. New teaching techniques, equipment, and methods of packaging education are making it possible to take the campus to the student with more flexibility. As the school enters its second century of operation, the Division of Continuing Education is determined to maintain its position as a leader in extending the BYU campus throughout the world.

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53. Ibid., pp. 266-67.



## The University Speakers Bureau

In addition to the massive program of the Division of Continuing Education, BYU maintains the University Speakers Bureau, which supplies faculty lecturers to outside organizations. This service not only has improved the image of the school, but it has provided opportunities for sponsoring groups to be educated in a kaleidoscope of intellectual, scientific, and artistic fields.

The concept of making BYU personnel available for off-campus special events goes back to the founding of the school. When W. Cleon Skousen was appointed full-time executive secretary of the Alumni Association at the beginning of the Wilkinson Administration, he became a one-man Speakers Bureau; in 1952 he gave "420 speeches to audiences totaling approximately 121,650 persons. This does not include radio audiences, although among the 420 appearances there were 47 radio broadcasts and two television appearances. The executive secretary handled the Sunday Night Tabernacle Broadcast for 27 weeks during 1952. He also spoke before 72 high school groups, 158 church groups, 53 police training classes, and 39 business clubs."<sup>54</sup> During these years, the Speakers Bureau acted as a recruiting arm for the school.<sup>55</sup>

With Skousen's appointment in 1955 as director of public relations, Ray Beckham assumed administrative control of the Alumni Association, and Jed Richardson operated the Speakers Bureau in addition to his work in the Department of Speech and Dramatic Arts. Through the next few years the Speakers Bureau acted as an alumni and public relations operation. It was later taken over by the Office of University Relations. The men responsible for operating the Speakers Bureau have been Cleon Skousen, Jed Richardson, C. LaVar

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54. Harold W. Pease, "The History of the BYU Alumni Association," p. 250.

55. Skousen's unusual speaking load is not typical of the Speakers Bureau of today. Skousen performed this service as a part of the concerted drive by BYU to increase enrollment. Today more than one hundred faculty members respond to requests to speak on a great variety of subjects.



W. Cleon Skousen addressing an  
Education Week class at BYU in  
1955.



Rockwood, Lorin J. Jex, Robert Boren, LaVar Bateman (who served from 1960 to 1972), and David R. Lyon.

The Speakers Bureau publishes a *Speakers Bureau Guide* on an annual basis, listing faculty members who have achieved prominent status in their selected fields, possess speaking ability, and are willing to respond to requests for lectures. In addition, a separate "Subject List" is included in the back of the booklet, indicating possible candidates for addresses on a large variety of topics, usually reflective of the expertise and training of the faculty or staff member.<sup>56</sup> The *Speakers Bureau Guide* is thus a directory to the availability of BYU talent for off-campus forums. The *Guide* is usually distributed near the first of the academic year to educational institutions (usually high schools), civic groups, clubs, and a variety of other organizations who often have need of special speakers.

While the bureau has sought to involve as many of the faculty as possible, it has also tried to shield some of the more popular members of the faculty from a burdensome speaking schedule. The bureau also helps pay a speaker's travel and related expenses to and from a lecture engagement. Other travel expenses and honorariums are determined by the parties involved. It is partly this method of financing that differentiates the Speakers Bureau from the Faculty Lecture Series, Leadership Weeks, and other similar programs of the Office of Continuing Education. Because of its self-sustaining status, the Office of Continuing Education is required to charge for its services, while the Speakers Bureau generally operates on a gratuitous basis. Another difference between these two services is that Continuing Education usually deals with a series of lectures (such as an Education Week in Los Angeles) where a faculty member may be on tour for from two weeks to two months or more. In contrast, the Speakers Bureau rarely becomes involved in anything but a one-time and one-place appearance, such as a high school commencement, a chamber of commerce banquet, or a farm bureau meeting.

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56. *Speakers Bureau Guide*, 1968-69, BYU Archives, pp. 28-36.



1920 class reunion of the  
BYU class of 1904.



While the subject matter of lectures given under the auspices of the Speakers Bureau is virtually unlimited, certain guidelines have been formulated for the protection of the University. Speakers are counseled to avoid partisan politics or other highly inflammable topics. Similarly, although there have been many requests for faculty members to speak at LDS Church services and firesides, the bureau has discouraged too much of this kind of participation since official Church counsel is to have wards and stakes develop the talents of their own people. LDS youth conferences are an exception to this rule and have often used the Speakers Bureau. In response to counsel of the General Authorities, faculty members generally are not available for fund-raising activities unless they have a direct affiliation with the organization requesting their services.

Through the Speakers Bureau, hundreds of lectures have been given each year, offering surrounding and sometimes distant communities the talents and expertise of BYU faculty. In return, the school has become better known and appreciated.

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# The Wilkinson Years: The Making of a University

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## Wilkinson's Unannounced Resignation

On 19 June 1970, after almost twenty years of service as president of BYU, Ernest L. Wilkinson submitted his hand-written, confidential letter of resignation to the First Presidency. It was not disclosed to anyone else, and no announcement was made of it at the time.

There were several factors leading to this decision. Wilkinson was seventy-one years of age, and the Board of Trustees had adopted a policy of retirement for everyone except the General Authorities at the age of sixty-five. Moreover, Wilkinson's health was declining, as evidenced by open heart surgery within two months after his successor took office.<sup>1</sup>

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*Editor's Note: This chapter was written by W. Cleon Skousen and Roy K Bird.*

1. For around forty-five years he had performed at a pace which was beginning to take its toll. For five years of this period he carried a teaching load of ten hours per week as professor of law at New Jersey Law School, in addition to being a full-time lawyer with the firm of Hughes, Schurman, and Dwight in New York City. During the same time he was president of the Manhattan and then the Queens Branch of The Church of Jesus Christ of Latter-day Saints. Upon the organization of the New York Stake he became bishop of the Queens Ward. According to the U. S. Court of Claims, for the sixteen years he practiced in Washington, D. C., he accomplished twenty-six years of



President Joseph Fielding Smith (center),  
with counselors Harold B. Lee (left)  
and N. Eldon Tanner (right), who were  
sustained as the First Presidency of  
the LDS Church after the death of  
David O. McKay in January 1970.



The fact that his wife, Alice, and other members of his family, including his physician son, had been urging him for two years to step down weighed heavily on his mind. Finally, he sensed that the time was right for him to resign. The total Church membership had nearly tripled from 1950 when Wilkinson was appointed to 1970 when he submitted his resignation, and it was contemplated that there would be a new Church commissioner of education to supervise the entire Church Educational System. Indeed, Wilkinson had advocated this idea and had informed the Executive Committee in 1964, after serving thirteen years as president of BYU and ten years as chancellor of Church schools, that holding both positions simultaneously was too large an undertaking for one man. The appointment of a commissioner had been considered before President McKay's death on 18 January 1970, but President McKay also was committed to the idea of retaining Ernest Wilkinson as president of BYU. After Wilkinson's Senate defeat, it was President McKay who initiated Wilkinson's reappointment. With President McKay's death in January 1970, Wilkinson sensed that the new Church administration might have a different perspective on the place and role of BYU in Church education and consequently would want to appoint a corps of new leaders, a policy which fitted into Wilkinson's own concept of Church government.

### **Appointment of Neal Maxwell as LDS Commissioner of Education**

Immediately after the receipt of Wilkinson's resignation, Neal A. Maxwell was appointed commissioner of Church schools effective 1 August 1970. Maxwell, the son of Clarence

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work (120 Court of Claims, p. 665, footnote). During most of that time he was in the stake presidency in Washington, D. C., and a part of the time he represented the Church on the National Commission for Army and Navy Chaplains. During the twenty years of his two administrations at BYU, thirteen years of which he was also chancellor of the entire Church school system, he took only two short vacations of around two weeks apiece. During all of this forty-five-year period, his work, combined with his Church positions, was an undertaking equivalent to working twelve hours a day, seven days a week.



Neal A. Maxwell, LDS commissioner of  
education from 1970 to 1976.



H. Maxwell and Emma Ash, was born on 6 July 1926 in Salt Lake City. He was raised in Salt Lake City and graduated from Granite High School in 1944. During the Second World War he served in the U. S. Infantry in the Pacific Theater.

After leaving the army, Elder Maxwell labored in the Canadian Mission for the LDS Church, where he was twice a district president. Maxwell attended the University of Utah after being released from his mission. He graduated with honors in 1952 with a political science major.

From 1952 to 1954, Maxwell worked for the United States Government in Washington, D. C., and from 1954 through 1956 he was legislative assistant to Senator Wallace F. Bennett of Utah. He received his master's degree in political science in August 1961, also from the University of Utah. He was awarded an honorary doctor of laws degree by the University of Utah in 1969. While he was a student, Maxwell served as a bishop's counselor and then in 1959 was called as bishop of the University of Utah Sixth Ward, where he served until 1962.

Maxwell joined the University of Utah staff in 1956 as assistant director of public relations. In October 1958 he became an assistant to the president. It was also in 1958 that Maxwell began moderating a weekly television program entitled "Tell Me" on KUED (the educational television station originating from the University of Utah campus). He filled this assignment for ten years. In 1961 he was appointed secretary of the University of Utah Board of Regents. In August 1962, Maxwell was appointed dean of students, as well as an assistant professor of political science. In September 1964 he was named vice-president for planning and public affairs for the university, and in 1967 he was named executive vice-president.

Maxwell has worked on many levels for governmental reform, serving as chairman of the Utah Constitutional Revision Commission for five years and as chairman of the Committee to Study Legislative Organization and Function to Strengthen Utah's Legislature.

Elder Maxwell has also devoted continuous service to the Church as a member of the General Board of the Young

Men's Mutual Improvement Association and as a member of the Adult Correlation Committee of the Church. In 1967 he was called to be one of the original Regional Representatives of the Council of the Twelve Apostles.

Even after Maxwell's appointment was confirmed, no announcement was made of the resignation of President Wilkinson. Indeed, Wilkinson was asked by the First Presidency to continue until a new president could be chosen to take office at the beginning of the 1971-72 school year.

The appointment of the new commissioner brought in its wake a number of significant personnel changes in the Church school system. One of these was the resignation of Harvey L. Taylor, who had served faithfully as administrator of Church schools since 1964. William E. Berrett also retired after a long career of highly successful administration of the seminaries and institutes. Dr. Joe T. Christensen was appointed associate commissioner for seminaries and institutes in August 1970, and Dr. Keith Oakes became administrator for elementary schools. However, as long as Wilkinson remained as president of BYU, he operated as he had in the past, with practically no restrictions from the commissioner.

### **Announcement of Wilkinson's Resignation**

On 9 March 1971, President Harold B. Lee, first counselor to President Joseph Fielding Smith, accompanied by Commissioner Neal A. Maxwell, met with the student body at Brigham Young University to inform them of the nine-month-old resignation of President Wilkinson. President Lee also read to the student body a resolution unanimously approved by the Board of Trustees which read as follows:

Be it . . . resolved that the Brigham Young University Board of Trustees, at a Special Meeting held on March 9, 1971, accepted Dr. Wilkinson's resignation as President of Brigham Young University to be effective during the summer . . . with deep appreciation to him for his deep and lasting contribution to Brigham Young University and to education in the Church Educational System, with acknowledgment of the thousands of lives affected by his





Elder Harold B. Lee and Alice L. Wilkinson at the assembly announcing the resignation of Ernest L. Wilkinson as president of BYU in 1971.

leadership, and with special appreciation for his unusual devotion and his vigor in pursuing quality as well as growth.<sup>2</sup>

President Lee spoke of the support Wilkinson had received from his wife:

You can hardly think of him without his beloved, queenly Alice by his side. He may be of tempestuous nature, he may be strong willed and powerful in speech, but while he presides, she has been the leveling influence with her sweet devotion and serenity. She exemplifies the finest qualities of womankind. In our meeting this morning I recalled what someone has said, "Behind every great man there is an amazed woman." I think that Alice has been amazed at his attainments.<sup>3</sup>

After announcing Wilkinson's resignation, President Lee said that Wilkinson would be the commencement speaker. He also announced that the Board of Trustees had agreed to establish as a part of BYU the J. Reuben Clark College of Law and that "because of President Wilkinson's great stature in the field of law," he had been asked "to play a major role in the planning" of this college.<sup>4</sup> The story of the creation of the law school will be told in chapter 51.

### **The Interim Period**

After the announcement of Wilkinson's resignation, the Board of Trustees began searching for a new president. Marion G. Romney was appointed chairman of the selection committee which eventually nominated Dallin H. Oaks to be the eighth president of Brigham Young University. This was approved by the Trustees. His appointment was to take effect on 1 September 1971, later changed to 1 August 1971, exactly one year to the day after Neal Maxwell began his service as commissioner of Church schools. Wilkinson stepped down

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2. BYU Board of Trustees Minutes, 9 March 1971, BYU Archives.

3. Harold B. Lee, "Decades of Distinction: 1951-1971," *Speeches of the Year* (Provo, Utah: Brigham Young University Press, 1971), p. 3.

4. Ibid.



from office on 31 July 1971, giving his successor a month to become acquainted with the institution before the opening of the new fiscal year, which commenced on September 1.

In spite of his desire to get started vigorously on his new assignment to help find a dean and faculty members for the new law school, Wilkinson's health became progressively worse until he was forced to have open-heart surgery.<sup>5</sup> Before going to the hospital, Dr. Wilkinson had been checking the qualifications of certain lawyers for appointment as dean of the Law School. He met with the committee designated to make recommendations and was continuously consulted by Elder Marion G. Romney, chairman of the Search Committee. He approved of the appointment of Rex Lee as dean. After several weeks in the hospital, Wilkinson was allowed to return to Provo, where he began working for a short period of time each day. When the doctors heard of this, they ordered him to go to California to recuperate as they did in 1956 when he had his heart attack.

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5. Characteristically, Wilkinson postponed the surgery as long as possible. One day his son Ernest, one of the leading cardiologists in Salt Lake City, phoned him, "Dad, you have already postponed this too long. Unless you submit to this operation immediately, you may not be here to submit to it." Responding to his son's advice, Wilkinson entered the hospital the next day preparatory to surgery. A day later, when they prepared to operate, doctors found that Wilkinson was already suffering from acute heart failure, necessitating an immediate conference to determine whether they dared operate. The rest of Wilkinson's body seemed to be in such excellent condition that they decided to take the risk and proceed with the operation. On 8 October 1971 the operation was performed by Dr. Russell M. Nelson, a surgeon of international reputation. It was found that the patient not only had an aneurysm in the left ventricle, but that ever since his massive heart attack in 1956 two of the main arteries to his heart had been blocked. The aneurysm was repaired and two bypasses installed to help compensate for the loss of arteries. The doctors were amazed that, with the heart condition as they found it, Wilkinson had been able to live so vigorously in the fifteen years since his heart attack. Dr. Nelson informed him that the Lord must have loved him, for he had never seen so many small, fresh arteries having largely replaced the large ones which were out of commission. After five days of intensive care in which he hovered between life and death, Wilkinson took a turn for the better and began to recover.

After Rex Lee was chosen dean of the Law School, Wilkinson was not called upon to perform any other assignments in the creation or operation of the Law School. However, there was to be no retirement for him. In December 1971, President Oaks asked him to be editor of the centennial history of BYU. He accepted the challenge in the early part of 1972 and has pursued this arduous undertaking to its completion — both the four-volume documentary history and the one-volume abridgment.

### **Accomplishments of the Wilkinson Administration**

#### **Increase in Faculty Salaries**

One of Wilkinson's first achievements was obtaining substantial increases in salary for the faculty. From the beginning of the Academy, because of great financial difficulties of the school, the faculty had worked for poverty-level salaries. This was such a chronic problem during the Maeser, Cluff, and Brimhall administrations that a number of teachers left the University to obtain compensation that they felt necessary to hold body and soul together (*see* chapters 6, 9, and 11). During the early part of his administration, President Harris was successful in substantially increasing salaries, but during the long depression of the 1930s the faculty accepted a reduction in salaries of twelve percent at one time and ten percent the next year. With unusual economic management in other areas, Harris was able to mitigate this problem, but he was never successful in solving the problem or raising salaries to proper standards (*see* chapter 19). McDonald made a valiant but unsuccessful effort to obtain a twenty-five percent increase in salaries during his administration (*see* chapter 23). When Dr. William F. Edwards arrived at BYU, one month in advance of Wilkinson, he was seriously disturbed by the inadequacy of salaries and reported it to Wilkinson, who set out at once to correct the problem. During the period from 1951 to 1960 he succeeded in obtaining an overall salary increase of 62.4 percent, as compared with an increase of cost of living of only 16.5 percent (*see* chapter 29). Faculty salaries increased throughout Wilkinson's administration.



## Increase in Enrollment

When Wilkinson appeared on campus in February 1951 there were 4,004 students enrolled. By September 1971 (one month after Wilkinson's resignation) there were 25,116 students enrolled.<sup>6</sup> They came from every state in the Union and, during his administration, from 106 foreign countries. As early as 1953, BYU became the largest institution of higher learning in the state. By 1955 it was the largest church-related university and by 1965 the largest private university in the nation, in terms of full-time students.<sup>7</sup> The student body was more mature than most student bodies, for by 1970-71 it contained 8,923 returned missionaries.<sup>8</sup> With this student maturity and religious background, BYU gained a national reputation for being an island of tranquility in a sea of violent turbulence.<sup>9</sup>

The enrollment growth of around 500 percent during the Wilkinson years was most unusual because other private universities throughout the United States experienced a cumulative enrollment increase of only around seventy-five percent during the same period (*see* accompanying chart). Furthermore, the average size of other private universities by 1972 was only 1,107 students.<sup>10</sup> While most private institutions experienced a very gradual growth in enrollment, BYU grew more dramatically than at any other time in its history.<sup>11</sup> BYU

6. The cumulative enrollment for 1950-51 was 5,429; for 1970-71 it was 28,270 (including summer). Since many of these students were carrying heavy loads, they represented 26,601 full-time-equivalent students, including summer school students (*see Brigham Young University Enrollment Resumé*, 1972-73, pp. 2, 7, 52).

7. Garland G. Parker, "Statistics of Attendance in American Universities and Colleges, 1965-66," *School and Society*, 8 January 1966, pp. 9-10. *See also* chapters 28 and 43.

8. *Enrollment Resumé*, 1970-71, p. 22.

9. *See* chapter 37.

10. George H. Wade, *Fall Enrollment in Higher Education, 1972* (Washington, D. C.: U. S. Government Printing Office, 1974), p. 735.

11. Twenty-five years ago, fifty percent of college students were enrolled in private universities; today (1975), private schools account for only twenty-two percent of total enrollment. In numbers the change is even more significant. In 1961 there were 2,351,719 students in public institutions of higher learning, as compared with 1,539,511 in private schools. In 1974 there were 8,049,595 students in public



Part of the staff that produced the  
BYU Centennial History, including  
(left to right) James R. Clark,  
Ernest L. Wilkinson, Harvard S. Heath,  
Eugene T. Thompson, Karen Echols,  
Linda W. Lee, Richard E. Bennett,  
Janet Hansen, and W. Cleon Skousen.



also grew much faster than the two major state-supported universities in Utah (*see* accompanying chart).

This unusual growth was the result of an intensive recruiting program among the membership of the growing LDS Church (*see* chapter 28) and the greatly improved reputation of the University. This dynamic growth was further illustrated by the constant increase in the size of the graduating class. In 1951 there were 923 graduates, of whom 830 received bachelor's degrees and 90, master's degrees. In 1971 the University conferred 5,235 degrees, of which 221 were associate degrees; 4,190, bachelor's degrees; 722, master's degrees; and 102, doctoral degrees. Of these graduates, more than thirty-one percent had transferred from other institutions of higher learning. In 1951 the Division of Continuing Education had 4,478 enrollments; by 1971 it had 150,015 enrollments, with resident branches at Salt Lake City, Ogden, Rexburg, Idaho Falls, Los Angeles, Salzburg, Grenoble, Jerusalem, and Mexico City. The BYU Home Study Department had become the largest in the nation (*see* chapter 43).

### Physical Growth of Campus

The physical growth of the campus during the Wilkinson Administration paralleled both in size and quality the growth of the student body. In 1951, on-campus housing accommodated no more than 1,300 students. By 1971, on-campus housing had been provided for almost 6,000 students. In addition, the University had encouraged private industry to construct apartments in Provo or Orem which provided accommodations for more than 12,000 students.<sup>12</sup> In order to

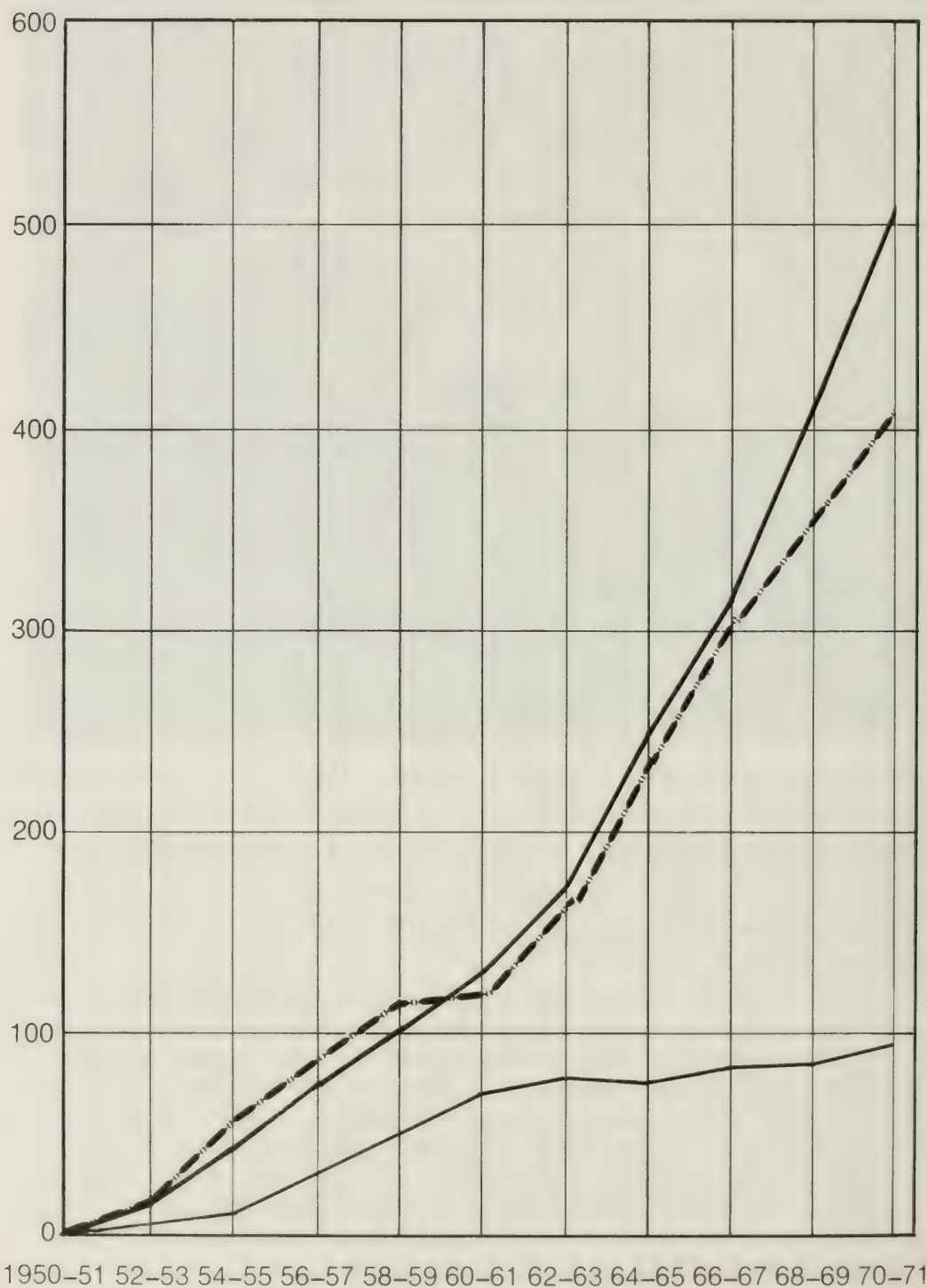
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institutions, as compared with 2,271,944 in private schools. Forty-eight small independent colleges have closed their doors since 1970 (1961 statistics: Division of Educational Statistics, Bureau of Educational Research and Development, *Opening (Fall) Enrollment in Higher Education, 1962: Institutional Data* [Washington, D. C.: U. S. Government Printing Office, 1962], p. 3; 1974 statistics: George H. Wade, *Fall Enrollment in Higher Education, 1974*, pp. 1-2; *see also* John R. Silber, "Paying the Bill for College," *Atlantic Monthly*, May 1975, p.39).

12. Telephone conference between Lamon Oviatt and Ernest L. Wilkinson, 23 July 1975.

# Enrollment Increase at BYU, Other Church-Affiliated Universities, and Public Universities 1950-51 to 1970-71

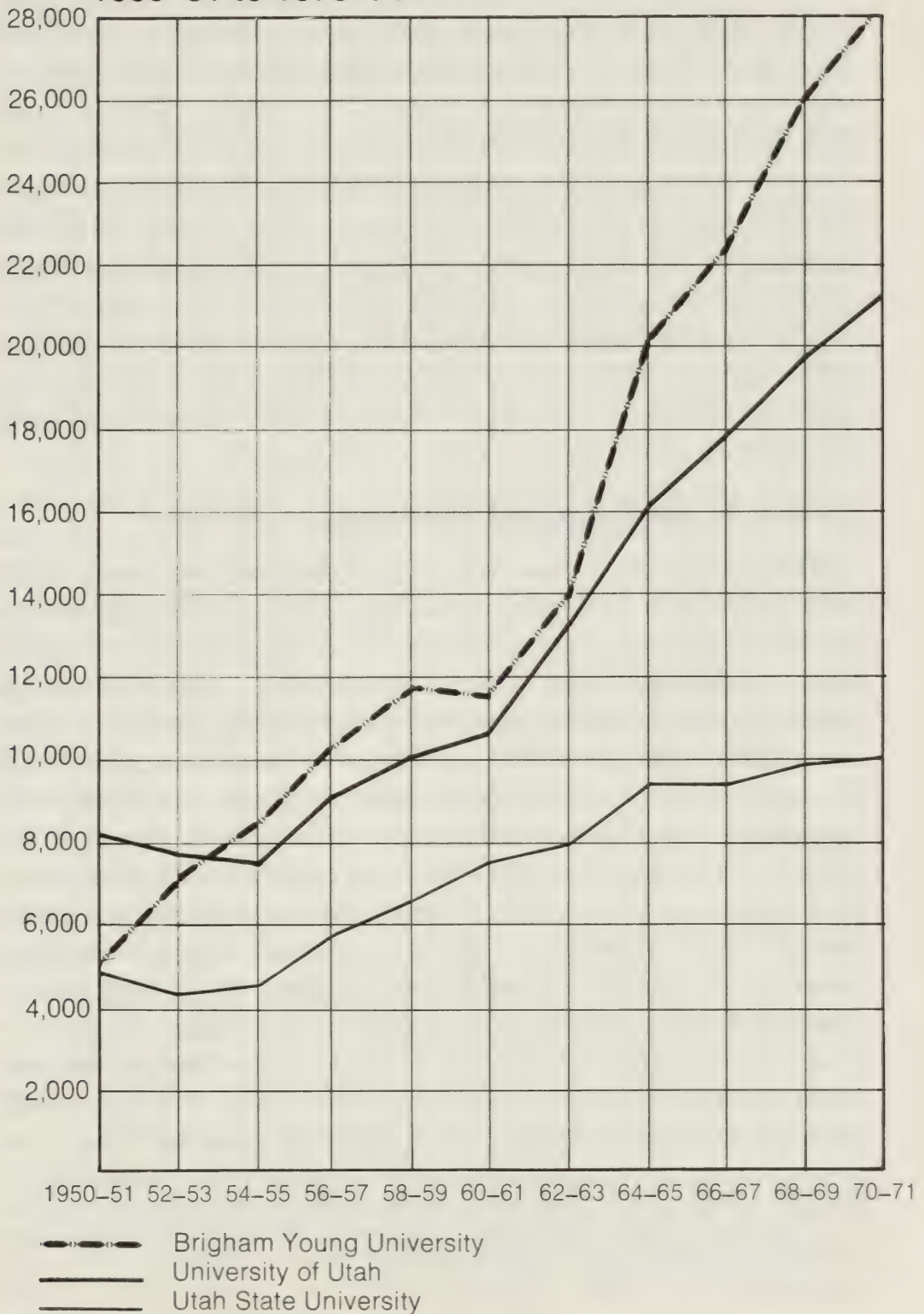
Percent



Public \_\_\_\_\_  
 BYU - - - - -  
 Church affiliated \_\_\_\_\_



# Cumulative Enrollment of Daytime Students at BYU, USU, and U. of U. 1950-51 to 1970-71



qualify for tenancy of BYU students, off-campus landlords agreed to have their students observe BYU standards. In February 1951 the school's physical plant consisted primarily of the lower campus facilities and five academic structures on upper campus. Total square footage of permanent academic floorspace amounted to less than 800,000 square feet, including the Eyring Science Center, the George Albert Smith Fieldhouse, and some temporary war surplus structures.<sup>13</sup> Twenty years later the campus included 254 permanent and 85 temporary academic buildings with about 5,000,000 square feet of floor space, finished or under construction. Even with this massive physical plant, facilities were used to the fullest practicable extent.<sup>14</sup> The University scheduled day-time classes from seven in the morning until six in the evening. As one student remarked, "From morning till night, the seats never get cold."

### **Growth in Auxiliary and Maintenance Services**

The tremendous growth in size of the student body and the physical plant was accompanied by a corresponding growth in auxiliary and maintenance services. Chapter 42 describes these services in detail, illustrating the large operations of the University in housing, feeding, entertaining, and in numerous other ways providing services for students outside the classroom. By the time Wilkinson resigned, the school was operating three large cafeterias; a well-inventoried bookstore; a University press; modern vegetable, fruit, cattle, and poultry farms; a laundry; a dairy; a meat processing plant; a motion picture theatre; and a host of other modern facilities, creating an almost self-sufficient community. The gross income of these operations increased to more than twenty-five times the level of operation in 1951. Other supportive services, such as the telephone service, the *Daily Universe*, media services, the photo studio, radio and television services, com-

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13. Memorandum of telephone conference between Albert E. Haines, William E. Stacy, and Ernest L. Wilkinson, 20 August 1975, Wilkinson Presidential Papers, BYU Archives.

14. Ibid.



puter services, Institutional Research, and others, contributed to the part-time employment of over 9,700 students on campus during 1970-71, making BYU in reality a "city on Temple Hill." The economic contribution of the University to the surrounding area amounted to over one hundred million dollars a year by 1971 (*see* chapter 42).

### **Increase in College, Faculty, and Student Scholarship**

In 1951 the University had five undergraduate colleges with thirty-seven departments; by 1971 it had thirteen undergraduate colleges with seventy-one departments. It had also been announced that the Trustees had authorized the establishment of a Law School. One of the new undergraduate colleges, the College of Family Living, established under the tutelage of Dr. and Mrs. John A. Widtsoe, was the first college of its kind in the United States. The College of Industrial and Technical Education was the first of its kind in the United States to receive accreditation by the Engineers' Council for Professional Development. With these facilities the University was able by 1971 to offer the associate degree in twelve areas, the bachelor's degree in seventy-two, the master's degree in eighty-five areas of fifty-one departments, and the doctor's degree in forty areas of twenty departments. All of these academic pursuits were undergirded by the facilities of an efficient university library with a rapidly expanding supply of research resources, including nearly one million volumes of carefully selected books. Like President Franklin S. Harris, who believed that agriculture and other applied sciences had as much right to be in the college curriculum as Latin and Greek, Wilkinson believed that a university should provide training for those not inclined to be scholars in the classics, humanities, and sciences, as well as those who are scholars in those areas. He was as enthusiastic about the College of Industrial and Technical Education as he was about the Honors Program and other highly intellectual activities.

From 1951 to 1971 the full-time faculty grew from 244 to 932, while the part-time faculty increased in a similar proportion. In 1951 there were fifty faculty members with doctorate

degrees; by 1971 there were more than 500. This increase in academic and professional standing of the faculty was also revealed by the fact that the number of scholarly articles published annually by the faculty increased from 72 in 1956-57 to 292 in 1970-71.

Appraising the growth in student scholarship during the Wilkinson years, Academic Vice-President Robert K. Thomas noted,

Until 1960 almost every student who applied for admission to BYU was admitted. From 1960 to 1964 a student was expected to have a C average in high school to be accepted. Beginning in 1965, however, the Admissions Office added scores on the American College Testing Service battery (usually called the ACT) to place students at appropriate levels, and since 1967 both high school grade point averages and ACT scores have been utilized to determine admissibility of the student.

A freshman class profile has been kept since 1965, and it shows a remarkable rise in high school grade point averages for those accepted at BYU. For instance, the combined high school grade point average for men and women went from 2.88 in 1965-66 to 3.34 in 1974-75. Lest that be partially accounted for by grade inflation, it has been checked against ACT scores which check preparation against national norms. During the last several years scores on the tests such as the ACT and SAT (Scholastic Aptitude Tests — often called “College Boards”) have been going down rather sharply. While the rise at BYU has been modest, ACT composites at BYU are now higher (23.2 vs. 21.3) than they were in 1965.

It is interesting to note that BYU's freshman class reached a peak in 1972 and has not really changed much since. When current scores of Y students are compared with national norms, however, the fact that BYU has held steady while others have declined is dramatically evident in percentile rankings. When compared with college-bound seniors in 1967, those preferring BYU were in the 67th percentile. By 1974 they were in the 74th. Perhaps even more significant are comparisons between freshmen beginning at Level 4 institutions — that is, univer-



sities which offer the doctorate degree — and those at BYU. In this select company, our 1967 freshmen were at the 46th percentile; now they are at the 54th.

Continuing his report, Dr. Thomas stated:

It is probably not enough to cite statistics showing that beginning students at BYU are better prepared now than they ever have been. The test is that of how well they have done once they are in college. A citation of grades earned is probably not as significant as it might be in the light of the general grade inflation which has plagued all higher education during the last two decades. Data which show the trend of those placed on academic warning, probation, or who are actually suspended for academic deficiencies is more reliable.

Records collected at BYU over the last 20 years indicate a general downward trend in the percentage of total enrollment that has failed to achieve minimum university academic performance standards even though the grade point average criteria used as the standard has been consistently raised, thus providing an offset for grade inflation. It is therefore worth noting that because of better preparation on the part of students, from 1952 until 1972 suspension for academic reasons, despite the requirement for higher standards, dropped from 1.4 to 0.9 percent.

In general, it may safely be said that academic preparation and performance at BYU during the years of the Wilkinson administration kept pace with the physical development of the campus. When buildings were provided to make possible the latest and most discriminating types of instruction, students and faculty rose to the challenge — and compliment — of superb facilities by demonstrating solid academic achievement.<sup>15</sup>

Another index to increased scholarship during the Wilkinson period was the extent to which both students and faculty used the library. The 1956 accreditation report criticized the

15. Robert K. Thomas, "Improvement in Scholarship at BYU," report for President Ernest L. Wilkinson, 30 July 1975, Wilkinson Presidential Papers.

school for its inadequate library (both in holdings and accommodations), which was then housed in the Heber J. Grant Building. In 1961, the J. Reuben Clark Library was completed, greatly multiplying library floor space and holdings. In the words of the 1966 accreditation team, it was "undoubtedly one of the most beautiful and best planned libraries in the United States."<sup>16</sup> Total long-term use (materials checked out) increased over one thousand percent between 1950-51 and 1970-71.<sup>17</sup> Total short-term use of library facilities (such as special collections, reference, reserve library, tapes, and records) also climbed dramatically. Between 1955-56 and 1970-71, short-term use increased over four hundred percent. Such an unusual increase in library usage was made possible by the construction of the J. Reuben Clark Library, which increased the number of books available in the library from the 1950-51 level of 170,000 to nearly one million in 1970-71. While the rising enrollment accounted for a large part of the increase in book usage, the usage of materials increased at a much greater rate than enrollment, demonstrating that the improved library was succeeding in its primary goal of fostering a better academic atmosphere on campus.

### **Establishment of Stakes and Wards**

Finally, the contribution which Wilkinson prizes above all others was the establishment of campus stakes and wards at BYU. In announcing President Wilkinson's resignation, President Harold B. Lee said of this program:

This is one of the contributions that President Wilkinson made when he foresaw the influx of students and the town wards' inability to house them in the surrounding

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16. "Report of the Visitation Committee to the Commission on Higher Education of the Northwest Association of Secondary and Higher Schools on Brigham Young University, 26-29 April 1966," Wilkinson Presidential Papers, p. 132.
  17. A breakdown of the use of library materials, both as to long-term and short-term use for each year from 1950 to 1970-71 and continuing into 1973-74 (the Oaks Administration) is given in the appendices.



ward buildings for sacrament meetings or Sunday Schools. He knew that there would be a need for on-campus organization. So, it was by his recommendation that members of the Twelve were assigned to study the matter. As a result, the ten student stakes, with ninety-eight wards, have now been organized.<sup>18</sup> This has provided for the spirit of self-government through self-control. Students have been taught correct principles, as the Prophet Joseph Smith enjoined, and they have learned to govern themselves in the Lord's own way. And in this time when so much is being said about college students not being given the opportunity to express themselves, here has been provided, in the Lord's way, the most magnificent and wonderful opportunity that could be devised. Those from outside have marveled at it. They have seen the genius of what the Church can do as it organizes itself on a great university campus to give the expression that is so much desired and seems to be lacking elsewhere.<sup>19</sup>

This elaborate Church organization made it possible to preserve in large part the friendly atmosphere that existed when the school was smaller, at the same time greatly increasing the religious activity of students. It also made possible the inspirational firesides that are held once a month on campus with an average attendance by 1975 of about 18,000 students and faculty.<sup>20</sup>

### **Wilkinson's Civic Activities**

A further monument to his boundless energy was Wilkinson's involvement in a large number of civic activities during his years at BYU. Some positions he accepted to give increased prestige to BYU; others were occasioned by his

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18. By 1975 there were twelve stakes and one hundred and twenty branches. Wards were changed to branches to allow greater participation of elders in high ecclesiastical offices that in wards are reserved for high priests. It is rare for a student-age Mormon to be a high priest.

19. Harold B. Lee, "Decades of Distinction: 1951-1971," *Speeches of the Year*, p. 2.

20. See chapter 49.

position or because of his recognized competence. He represented the State of Utah at the White House Conference on Education and was on the United States Chamber of Commerce committees on Government Expenditures and National Defense. He was a member of the boards of directors of Deseret News Publishing Company, Beneficial Life Insurance Company, KSL Incorporated, Ellison Ranching Company, and Rolling Hills Orchards. He was a trustee for the Foundation for Economic Education, Inc., of Irvington on the Hudson, and a member of the Visitors Committee for the Freedoms Foundation. He was also a member of the National Committee to Evaluate the United Service Organization, a fellow of the American Bar Foundation, a member of the board of directors of the National Right to Work Committee, president of the National Right to Work Legal Defense and Education Foundation, and a member of the International Council for the Hall of Free Enterprise for the New York World's Fair. He served as president of the American Association of Presidents of Independent Colleges and Universities from 1968 to 1969. He was a member of the National Accreditation Commission for Business Schools, a member of the National Speakers Bureau for the American Medical Association, and chairman for one year of United Way Fund for Utah County. He was a member of the International Platform Association from 1970 to 1972.

As a nationally recognized and respected figure, he was awarded several distinctive honors. In 1961 and again in 1971 he was awarded the George Washington Medal by the Freedoms Foundation — the first one for an address which he gave to the National Chamber of Commerce and the second one for an address he gave to the Los Angeles Rotary Club. The American Coalition of Patriotic Societies gave him its highest award in 1963. In 1969 he was named a member of the Weber County Hall of Fame. President Wilkinson has also received three honorary degrees: LL.D. (doctor of laws) from BYU in 1957; D.P.S. (doctor of public service) from Fort Lauderdale University in 1970; and LL.D. from Grove City College in Pennsylvania in 1971. In 1964 he was the Republican candidate for the United States Senate from Utah. In



1960, 1968, and 1972 he was a delegate to the National Republican Convention, where he served on the platform committee. During both of his two terms as president of BYU he remained the senior partner of Wilkinson, Cragun, and Barker, a law firm which he organized in Washington, D.C., prior to becoming president of BYU. In 1975 the firm had forty attorneys on its staff.

### **Wilkinson's Tribute to Trustees, Associates, and Faculty**

Wilkinson gave credit for the success of his administration to the Board of Trustees and his fellow workers:

The accomplishments credited to me should be attributed to the Board of Trustees, for I have only been their agent. Admittedly I made many recommendations to the Board, many of which, but not all, were adopted. Many of those which were accepted came from deans, faculty, and friends of the Institution, but the final decisions were made by the First Presidency and Board of Trustees. During the second century of this institution's history, hundreds of thousands of parents and students will be grateful for what the Board did during the time I was privileged to be its President.

While I thought it would have been better from the standpoint of the Church to have leveled off enrollment at BYU between 12,000 and 15,000 students, and have organized a number of branch junior colleges each with an enrollment not to exceed 5,000 students, the Trustees thought the Church could not afford the junior colleges and as a result have now given us the largest private university on any single campus in the country, of which all members of the Church should be proud. As it turned out, this decision resulted in the BYU providing a greater potential for accomplishment by the Provo Campus than it could have done with an enrollment of only 12,000 to 15,000, suggesting again the soundness of the philosophy that the Board should determine the policy and the President execute that policy. This I have sincerely attempted to do.

When Brother Maeser laid down the reigns of his administration, he gave vent to his innermost emotions by

saying: "I leave the chair to which the Prophet Brigham [Young] had called me, and in which the Prophets John [Taylor] and Wilford [Woodruff] have sustained me, and resign it to my successor, and maybe others after him, all of whom will be likely more efficient than I was, but forgive me this one pride of my heart that I may flatter myself in saying: 'None can ever be more faithful.' God bless the Brigham Young Academy."<sup>21</sup>

When John A. Widtsoe, just prior to his death, was given a testimonial by the Sons of Utah Pioneers, he responded by saying that providence had been very kind to him but he hoped he could be forgiven for taking credit for one virtue — he had worked hard.

I have never pretended to have the spiritual magnetism of Karl G. Maeser or the prophetic vision of John A. Widtsoe, but I hope I may be permitted to say, like Brother Maeser, that I tried to be faithful to my trust by following the provisions of the Deed of Trust of Brigham Young, even to the establishment of a technical and industrial college where students could acquire a trade, and that like Brother Widtsoe, I worked hard — that I gave my full strength and energy to the position I was privileged to hold under Presidents George Albert Smith, David O. McKay, and Joseph Fielding Smith. I never asked anyone to do more than I was willing to do myself. I never observed union hours and often worked a full seven days a week.

I hope the good Lord or his priesthood bearers who judge me will take into consideration that while I often violated the latter part of the fourth commandment to "rest on the Sabbath," I did attend my meetings and the work I did the remainder of the day was never in pursuit of pleasure but to build and strengthen His University. I at least can say I fully kept the first part of the same commandment, which is equally important and which clearly states "Six days shalt thou labor," a positive injunction which the world has largely forgotten.<sup>22</sup>

21. Karl G. Maeser, "Final Address," *The Normal* 1 (15 January 1892):83.

22. Memorandum from Ernest L. Wilkinson to W. Cleon Skousen, 20 June 1975, Wilkinson Presidential Papers.



Wilkinson was especially grateful for the support of David O. McKay. Although President McKay had originally preferred the appointment of another as president of BYU, he told Wilkinson he was immediately converted to the wisdom of Wilkinson's appointment. More important, he gave Wilkinson unqualified support. They made a great team — the University president making proposals supported by ample evidence and President McKay using his authority and kindly influence to persuade the sometimes reluctant Trustees to sustain the BYU leader in his arduous task of building a greater University. President Wilkinson was also quick to recognize that the majority of the Board of Trustees had always tried to share his vision even though they were sometimes doubtful that the finances for the accelerated expansion of the campus and faculty could be provided. It was their faith in President Wilkinson and the encouragement of President McKay which cleared the way for approval of many projects.

Wilkinson also pointed out that he could not have gone far in his building operations without the assistance of Sam Brewster and Fred Markham and that the auxiliary programs could not have functioned effectively without the administrative ability of Ben Lewis and his associates. He recognized that the financial advice of William F. Edwards, Joseph T. Bentley, and Ben Lewis was particularly valuable. In academics, Wilkinson noted that he was blessed with the patient wisdom and combined academic expertise of Harvey L. Taylor, Earl C. Crockett, Robert K. Thomas, and the various deans. He also wanted the dedicated faculty to receive credit for their work in advancing BYU's academic stature. And he was grateful for the contributions of William E. Berrett, who administered the seminary and institute program while Wilkinson served as chancellor of Church schools. Wesley P. Lloyd, J. Elliot Cameron, and their coworkers admirably coordinated the student life aspects of the Wilkinson Administration. Clyde Sandgren served responsibly as legal counsel for the University. Obviously, the accomplishments of the Wilkinson years were made, not by any one individual, but by a whole community of workers under the energetic direction of Ernest L. Wilkinson.

## Disappointments, Criticisms, and Mistakes of the Wilkinson Administration

The achievements of his administration were accompanied by Wilkinson's disappointment in certain actions of the Board of Trustees, some criticism of his administration by faculty and others, and his own mistakes. His major disappointment was the failure of the Trustees to proceed with the construction of a number of new junior colleges in Utah, California, Arizona, and Oregon which would have been branches of BYU. Wilkinson gave this project more effort than any other, and he even received permission from the Board of Trustees to purchase seven sites for new campuses.<sup>23</sup> Although the entire First Presidency (David O. McKay, Stephen L Richards, and J. Reuben Clark), as well as Joseph Fielding Smith, who succeeded President McKay, and Dr. John A. Widtsoe, whom President Grant said was the soundest educator on the Board of Trustees, all agreed that Church schools would be superior to institutes in the educational training of LDS students, there were others in the Council of the Twelve who thought that institutes were adequate (a minority thought they were just as good as Church schools), and all recognized that they were less expensive. The Trustees finally decided not to build the junior colleges because they felt the economic conditions of the Church could not support the program. Wilkinson's junior college proposal therefore suffered the same fate, for essentially the same reason, as Karl G. Maeser's proposal for a series of Church academies throughout Zion. The same problem necessitated the transfer, during the Harris Administration, of Church junior colleges to the state. All three programs were cancelled because of economic considerations (*see* chapters 13 and 33).

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23. Wilkinson believed that BYU had much to lose in terms of campus atmosphere if attendance at the Provo school became too large. However, due to the creation of over one hundred wards or branches of the Church, this has largely been overcome, and a spirit of camaraderie has been maintained. In fact, some have suggested that, for the purpose of social as well as spiritual life, there are now over one hundred campuses in Provo.



Wilkinson was also disappointed at about the same time by losing his bid to become a senator from his native state. In later years he thought this was a blessing because, with the support of his Board of Trustees, his accomplishments at BYU were probably greater and more enduring than any contributions he could have made in the Senate.

A third disappointment was his failure to have set up on the campus an outstanding center for the study of political principles based on the Constitution and the political creeds of its founders which would provide free-enterprise solutions to many of the economic problems then currently plaguing the nation. Indeed, one of the reasons for his appointment as president was the feeling on the part of members of the Nominating Committee, in particular elders Widtsoe and Bowen, that he would sound the clarion call for the return of free enterprise in this country as the best solution to our economic ills. They would have liked BYU to have been the leader of such an academic enterprise. President Wilkinson was encouraged in this respect by the fact that prior to his coming, and on his recommendation, the Board had prescribed a new course in American history and political science designed to have American history and Constitutional government taught to the students in a purposeful, inspirational way. This course became known as the "American Heritage." The course, however, did not go as far as he had in mind, for he would like to have seen taught with more boldness the opposition of Church leaders to the political trend of the times — to the marked tendency of the people to look to the government and political action for the solution to nearly all their problems. On several occasions he therefore proposed the organization of an Institute of Government for the purpose of teaching correct political principles. In support of this he quoted from President John Taylor that the elders of Israel should "understand that they have something to do with the world politically as well as religiously, that it is as much their duty to study correct political principles as well as religious."<sup>24</sup>

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24. *Journal of Discourses*, 9:340.

President Taylor also said that, “Besides the preaching of the Gospel, we have another mission, namely, the perpetuation of the free agency of man and the maintenance of liberty, freedom, and the rights of man.”<sup>25</sup>

This proposal was, however, resisted by some members of his Executive Committee on the grounds that the gospel itself gives sufficient guidelines in this respect and that an Institute of Government committed to the Constitution was not necessary. The committee members pointed out that Church members must have their free agency in political matters, as in other areas. The Brethren also pointed out that it was not wise for the Church to exacerbate political differences between its members — that despite what President John Taylor had said, the experience of the Church after the division into political parties at the time of Utah’s admission as a state was that members resented being advised on political matters. There was also the fear that some members would think that the Church was favoring a certain political party even though many leaders in both parties might subscribe to the views of Church leaders. Then, too, almost from the moment President Wilkinson arrived on campus he realized that some of the faculty were not prepared to move in the direction he had in mind, even though the faculty of BYU were, on the whole, more conservative in their political thinking than most faculties.<sup>26</sup>

President McKay, in an undated letter to President Wilkinson written during the 1960s, copies of which were distributed to faculty members, explained the views of Church leaders. He expressed the hope that President Wilkinson and the faculty would “make sure that the thousands of students under your supervision are receiving the proper teaching and training. I want them to be protected from the seriously increasing evils of the day which past prophets have indicated

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25. Ibid., 23:63.

26. One incident which showed the disinclination of certain members of the faculty to follow the leadership of the Church on political matters was open opposition by a member of the faculty of the College of Business to a statement by the First Presidency in favor of right-to-work laws.



would come to pass, and which are now upon us." He then went on to say:

I cannot help but think that there is a direct relationship between the present evil trends which I have above indicated, and the very marked tendency of the people of our country to pass on to the state the responsibility for their moral and economic welfare. This trend to a welfare state in which people look to and worship government more than their God, is certain to sap the individual ambitions and moral fiber of our youth unless they are warned and rewarned of the consequences. History, of course, is replete with the downfall of nations who, instead of assuming their own responsibility for their religious and economic welfare, mistakenly attempted to shift their individual responsibility to the government.

The Church president then wrote:

I am aware that a university has the responsibility of acquainting its students with the theories and doctrines which are prevalent in various disciplines, but I hope that no one on the faculty of Brigham Young University will advocate positions which cannot be harmonized with the views of every prophet of the Church, from the Prophet Joseph Smith on down, concerning our belief that we should be strong and self-reliant individuals, not dependent upon the largess or benefactions of government. None of the doctrines of our Church give any sanction to the concept of a socialistic state.

In closing, President McKay emphasized that these principles were not mere theories or mundane precepts but part of the religious teachings of the Church:

It is a part of our "Mormon" theology that the Constitution of the United States was divinely inspired; that our Republic came into existence through wise men raised up for that very purpose. We believe it is the duty of the members of the Church to see that this Republic is not subverted either by any sudden or constant erosion of those principles which gave this Nation its birth.<sup>27</sup>

27. David O. McKay to Ernest L. Wilkinson, David O. McKay biographical file, BYU Archives.

It remained one of the deep regrets of President Wilkinson at the time of his retirement that during the twenty years of his administration he was never able to fully implement the philosophy of President McKay. The Church policy of honoring each man in his calling or stewardship and patiently waiting during moments of controversy for a consensus to be reached resulted in a prolonged factional dichotomy which was never resolved. When it became apparent that this could not be accomplished without a veritable explosion of both divisive and academically destructive proportions, Wilkinson gave his support to the more feasible project of establishing a law school at BYU where he hoped the views of President McKay and other Church leaders would be espoused.

Apart from Wilkinson's own disappointments, there were criticisms of him on the part of certain members of the faculty. One of these was that he was prone to be abrupt, and therefore his relationship with the faculty was not always the best. Some of the faculty were critical and resentful of the fact that he did not share large administrative decisions with them, but he always felt that because he was operating under instructions from the Board of Trustees, he alone was responsible for administration of the University. Nevertheless, he was often guided by the recommendations of deans and individual faculty members, and throughout his administration he had the enthusiastic support of the student body, as witnessed by the spontaneous standing ovations they often gave him — in particular, when he was discoursing upon the standards of the institution and what was expected of the students.

Another of Wilkinson's qualities which irked the faculty was his inflexibility when he was preoccupied with some project — which was practically all the time. When he asked for information, he could not tolerate a digressive conversation on other problems. Because of this single-mindedness he sometimes seemed gruff, inconsiderate, and even coldly uninterested. Subordinates learned not to interject irrelevant subjects even though the matter might be extremely important in its proper place and time. Because Wilkinson was project-centered and goal-minded, subordinates with sensitive feel-



ings or temperamental personalities sometimes found it frustrating to endure the pressure of working with him. However, he usually had little difficulty working harmoniously with those involved with him in a particular project; in fact, he felt a deep sense of his dependency on their contribution. But his zeal to finish a project would brook no hindrance or diversion from the task at hand. He might have to endure these frustrations temporarily, but his drive carried him and his advisers past red tape, delays, and other administrative log jams.

The criticisms Wilkinson encountered were mostly from within the University. He was well respected throughout the nation and built a national reputation for the school. His public relations off campus, throughout the Church, and among men of influence nationwide were superb.

People often misunderstood President Wilkinson when they came to him with complaints. He welcomed complaints when he was certain of their validity, but he abhorred rumors. Consequently, both faculty and students found it dangerous to raise an issue which they were not prepared to prove since the president was likely to subject the tale-bearer to such vigorous cross-examination that the informant felt that he, himself, was the offender. In a number of ways this reaction by the president was unfortunate since it gave the informant the impression that he should go out and gather "evidence" when it was not within his province to do so. This led to what came to be known as the "spy scandal of 1967-68." When a number of students complained about certain members of the faculty teaching principles antagonistic to the precepts of the Church or statements of its leaders, the president took his usual stance that unless there was evidence to support their allegations he could take no action. The students concluded that they should immediately make secret tape-recordings in class. When the faculty found out about this practice, they accused the administration of spying. Some expressed the feeling that their intellectual freedom had been put in jeopardy, and their morale dropped to a low ebb. A few faculty members also reported to the Accreditation Committee of 1966 that the administration granted or renewed con-

tracts on the basis of political views,<sup>28</sup> but no evidence was ever supplied to support this statement. Although department chairmen, deans, or interviewing General Authorities may have done so, the administration was careful never to ask a prospective faculty member about his political party membership.

The students involved in the so-called "spy scandal" were probably justified in thinking that they had encouragement from the president and some of his associates to do what they did. The president, on the other hand, reflected the discipline of his legal training by rejecting student allegations unless they could be proven. By insisting on proof of the allegations, he meant to protect his faculty. The impression that the students received was that they had to help the president get evidence, which was naturally interpreted by suspect faculty members as indicating that the president was out to get them. Since this whole story was picked up by the press and resulted in bad publicity for the University and for Wilkinson, it is an example of how a single decision, however well intended, can have far-reaching consequences.

When Wilkinson made mistakes he was usually frank to admit it. At one time he gave a speech to the faculty in which he compared the motivation and incentives for being a top lawyer with what he considered the limited motivation and incentive for being a superior academician. He thought that law had greater motivation because, unless a lawyer made a good record and continued to improve his competence, he would fail and have to quit his profession, whereas tradition and tenure in academics would often preserve positions for those of limited competence. Regardless of the merits of the question, he later admitted that this was a serious diplomatic mistake.

He had been in too great a haste to build the Herald R. Clark and Harvey Fletcher buildings before a master de-

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28. "Report of the Visitation Committee to the Commission on Higher Education of the Northwest Association of Secondary and Higher Schools on Brigham Young University, 26-29 April 1966," pp. 96-105.



velopment plan was devised. As a result, they were too small and not placed in the best locations.

Some complaints came from citizens in the community who felt that they were compelled to sell their land to BYU because of Wilkinson's large expansion program. They were particularly critical when Wilkinson persuaded the state legislature to give BYU the power of eminent domain in case the school felt that individuals wanted an exorbitant price for their land. As it turned out, however, the power of eminent domain was never invoked. The law was later repealed without objection from the University.

From time to time during the Wilkinson Administration, criticism arose because of the fact that BYU refused to accept federal funds. It was argued that if BYU did not take the funds they would probably be distributed to other institutions in the state. However, the Board of Trustees clung tenaciously to its view that the acceptance of federal funds would ultimately result in a loss of independence for the school. The view of the Board turned out to be correct, for institutions which did accept federal funds soon found their independence considerably impaired by government regulations, the Supreme Court having held that where the government supplies the money it is entitled "to regulate that which it subsidizes."<sup>29</sup> President Oaks told the commencement audience at BYU on 15 August 1975 that if the present governmental trend continues, there may be an end to private education in the United States. He said that it was for this reason that BYU remains firmly committed to its opposition to federal aid.

Criticisms of President Wilkinson upset some Provo citizens who realized what a difficult job the president had. On 10 January 1964 the Provo *Daily Herald* editorialized,

All has not been peaches and cream for the BYU president. The strain of his long hours and awesome worries once put him in the hospital with a heart attack from

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29. *Ivanhoe Irrigation District v. McCracken*, 357 U. S. 275, p. 296 (1958), citing *Wickard v. Filburn*, 317 U. S. 111, 131 (1942).

which he bounced back with typical Wilkinson tenacity.

He has made enemies, as anyone would do who must forge ahead with an expansion that uprooted people from their homes and stepped on toes of persons less aggressive.

But whether you agreed with him or not you always had to admire his courage. And you had to be convinced that he never let selfish interests get in the way of the overall good of the university.

The University's commitment to foster academic awareness within a religious context led to some criticism. Some members of the 1966 Accreditation Committee felt that BYU needed to hire non-LDS faculty members and possibly even an athiest or two to provide "intellectual ferment." This was preemptorily rejected by the Trustees. Wrote Academic Vice-President Robert K. Thomas, "Our only problem is that we are different — and in that difference we are a threat to everyone else. . . . Sadly, accreditation teams seem to be placing increasing emphasis upon the similarity of one institution to another. We are never going to be just like anyone else, and are proud of it. We welcome *any* investigation into the quality of our program."<sup>30</sup> Wilkinson's preference for a teaching-oriented rather than a research-oriented faculty also alienated some who thought their talents were better used in a laboratory setting than in a classroom and others who thought that superior universities required faculty members who are both teachers and scholars.

Some national surveys conducted in the late 1960s indicated that, judged by secular standards, BYU still lacked some elements of an outstanding academic program. Some national ratings gauged the overall academic quality of BYU, particularly in several areas at the graduate level, as in need of maturation.<sup>31</sup> The 1966 Accreditation Committee felt the

30. Robert K. Thomas to Clark T. Thorstenson, 8 November 1968, Robert K. Thomas Papers, BYU Archives.

31. See *College-Rater* (Allentown, Pennsylvania: College-Rater, Inc., 1967), p. 10. See also Jack Gourman, *The Gourman Report: Ratings of American Colleges* (Phoenix, Arizona: The Continuing Education Institute, Inc., 1967), p. 127.



same way but gave encouragement by stating that "Brigham Young University has the potential to become a truly great university."<sup>32</sup>

### **Tributes to President Wilkinson**

Experience demonstrates that contemporary criticisms tend to fade with the passing years, and the solid contributions of each administration thereafter form a clear silhouette on the horizon of history. For twenty years Ernest L. Wilkinson enjoyed unusual support from his Board of Trustees, who did not hesitate to express their appreciation for his competent leadership and dedicated service. Members of the First Presidency were united in their support of his efforts to help BYU achieve its destiny. Just two months after Wilkinson began his administration, President George Albert Smith died. President David O. McKay, who could have released Wilkinson, called him into his office and said in substance that he (Wilkinson) had no need to worry about continuing as president. While President McKay had personally preferred the appointment of an educator, in the two months of his Presidency, Wilkinson had "shown a greater vision for BYU than anyone I have known. He has my unqualified support."<sup>33</sup> Stephen L Richards, speaking of a matter the First Presidency was discussing with Wilkinson, once said to presidents McKay and Clark, "I think there is no use for us to argue with President Wilkinson on this point. We will give it to him in the long run anyway."<sup>34</sup> After President Wilkinson returned to his duties from his severe heart attack in 1956 and it was feared that he might not be able to carry a full load, President Clark exclaimed, "I would rather have half the time of President Wilkinson than the full time of anyone else I knew."<sup>35</sup> Isaac Stewart once asked President Clark why it was that

32. "Report of the Visitation Committee to the Commission on Higher Education of the Northwest Association of Secondary and Higher Schools on Brigham Young University, 26-29 April 1966," p. 17.

33. "Tributes: Church, Political, National Leaders Make Comments," *BYU Daily Universe*, 23 April 1971.

34. *Ibid.*

35. *Ibid.*

President Wilkinson got nearly everything he asked for from the Board of Trustees. President Clark replied, "When he comes into our meetings, he is so well prepared that he presents matters as though he were presenting them to the Supreme Court, and we don't have any answer for his arguments."<sup>36</sup>

Presidents of the Church who succeeded President McKay also paid tribute to Wilkinson's leadership. President Joseph Fielding Smith, who succeeded President McKay as President of the Church, expressed his faith in Wilkinson by making the motion to have him given an honorary doctorate degree. At the time of the dedication of the Marriott Center, Harold B. Lee, who succeeded Joseph Fielding Smith as President of the Church, spoke of the value of Wilkinson's leadership in building a great university. J. Willard Marriott had just referred to what he called a sermon given by President Wilkinson the night before, stating: "President Wilkinson gave the greatest sermon I ever heard him give. It was about five minutes [long]. It was terrific." Jokingly stating that he had never heard Wilkinson give a short talk, President Lee soberly added, "Lest you misunderstand my facetious remarks, I don't know anyone in my acquaintance who can deliver a more powerful speech, no matter how long it is. . . . I think that one of the greatest compliments that can be made to a speaker is that when he speaks, even his enemies want to come out to hear him, and that's true of Ernest L. Wilkinson."<sup>37</sup> When Wilkinson became chancellor of Church schools in 1953, Spencer W. Kimball, who later succeeded Harold B. Lee as President of the Church, wrote President Wilkinson, "My admiration for you knows no bounds, and I believe you fully capable of handling this entire program, even monumental as it is."<sup>38</sup>

Elder Adam S. Bennion, a member of the Quorum of the Twelve and former commissioner of LDS Church schools,

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36. Ibid.

37. Untranscribed tape recording of the dedication of the Marriott Center, 4 February 1973, BYU Sound Services.

38. Spencer W. Kimball to Ernest L. Wilkinson, 20 July 1953, Wilkinson Presidential Papers.



once commented, "It is rare that we ever find a person with the combined competency of President Wilkinson. He has the educational vision and dedication of Karl G. Maeser and the administrative ability of Abraham O. Smoot."<sup>39</sup> Elder Boyd K. Packer summarized his feelings in these words: "The job of the Search Committee in finding a new president for BYU is to find another Ernest Wilkinson."<sup>40</sup>

Wilkinson's close associates were able to view his compassion for others. Robert K. Thomas recalled,

Some years ago a faculty member left us under particularly trying circumstances — circumstances which were an embarrassment to the school, to the Church. If there was ever a man who might have felt resentment about this particular faculty member, it could have been the President. Yet, when the last repugnant details were being wrapped up, he turned and said, "What's going to happen to this man now? Could he afford some treatment? Do I need to pay for it?" He said, "How large a family does he have? What's going to happen to them?" It isn't known, but that family was taken care of while the husband and father did get the treatment that he needed. I am also interested to hear students sometimes suggest that the President seems more concerned about short skirts than more important things. I would like the girls to know that if he worries about the length of the skirts, he worries even more about whether they are having dates. He is always asking me, "What can be done so that we can have an atmosphere at BYU which will make it possible for everyone to have a fairly enjoyable time as well as one of academic development?" I guess the final thing I would like to suggest is that you need to hear him pray for the faculty and for the students to understand how deep his commitment is. It is total.<sup>41</sup>

Referring to differences between Wilkinson and members of the faculty, Executive Vice-President Ben E. Lewis said,

39. "Tributes," *BYU Daily Universe*, 23 April 1971.

40. Ibid.

41. "Inside the Wilkinson Era," 25 May 1971, box 581, folder 1, Wilkinson Presidential Papers, pp. 8-9.

I remember one of our faculty members who left the University. He had some differences of opinion. He was a little upset about some of the things that were going on. But I saw him a couple of years later, and he said, "You know, I have changed my mind. I have gone to a place now where we have got a man who is a little more easy to get along with, but he won't make any decisions. I would rather have the man who is willing to make the decisions."<sup>42</sup>

During the first part of his administration as academic vice-president, Harvey L. Taylor, one of Wilkinson's close associates, recalled:

There is another side of this man that is not commonly known. He never wanted it known how many students he had helped financially. And to my knowledge, during the twelve years I worked with him closely, he literally helped hundreds of students. Now he was never interested in anyone who was a loafer and who wouldn't put forth effort. But if a student was sincere and honest, he would put his arms around him and out would come this assistance. Most people, knowing Ernest's responsibilities and his achievements, wouldn't ordinarily think of his having that tender side. . . . And he doesn't confine it to students, but also to widows, and people who are sick. He is always helping them, and he doesn't want anybody to know about it.<sup>43</sup>

Sam Brewster, who served many years as head of the BYU Department of Physical Plant, made the following observations:

Of course he is a tremendous driver and a tremendous worker, and he expects the best of everyone. I have had the advantage of traveling with this man around the country. I know of no one that I would rather travel with. He is so human. He loves a joke. Not only on you but on himself. He is a great storyteller. He is warm.<sup>44</sup>

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42. Ibid., p. 16.

43. Ibid., pp. 16-17.

44. Ibid., p. 11.



Faculty members and fellow educators recognized Wilkinson's accomplishments. Asahel D. Woodruff, former dean at BYU who had at times been critical of his administration, wrote Wilkinson upon his retirement, "As you leave the University I want you to know that I assess your influence on the institution as of greater magnitude than any other person in its history. From many conversations I know that my assessment is almost universally shared. I think I have never heard a contrary opinion."<sup>45</sup>

The two leading newspapers in the state, on hearing of his resignation, opened their editorial columns to bestow their accolades on the departing BYU president. The *Salt Lake Tribune* wrote:

Such expansion is not a simple evolutionary matter. It derives from exacting decisions on an infinite array of ingredients ranging from faculty additions to building construction, to course material. At BYU, a church-guided institution, it meant maintaining the importance of a religious influence as well.

That BYU has so far successfully met such challenges reflects the considerable energy, talent, foresight and personal leadership devoted to the task by Dr. Wilkinson. His tenure may be something of a record for positions in similar circumstances, which further attests to his unswerving fortitude.<sup>46</sup>

Addressing itself more directly to the personality of the retiring president, the *Deseret News* editorialized as follows:

Hard work and big challenge for more than half a century have characterized the lifestyle of this remarkable man. As he closes out the second of two illustrious careers, it is inconceivable that there would be no new challenge ahead.

There will be. Building from the ground up an entire new college of law (including building, faculty, and library) will take imagination, courage, drive, and hard

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45. Asahel D. Woodruff to Ernest L. Wilkinson, 7 April 1971, Wilkinson Presidential Papers.

46. "Tributes," *BYU Daily Universe*, 23 April 1971.

work. If any Utahn epitomizes those qualities, it is Ernest Wilkinson.<sup>47</sup>

At the Newcomen Society dinner held in honor of President Wilkinson on 2 April 1971, he was introduced by a prominent non-Mormon, Dudley Swim, chairman of the board of directors of National Airlines and a trustee of the State College System of California. Swim reflected on the tremendous respect which President Wilkinson had attained among men of national prominence, saying, "Within my experience, our honored guest easily is the ablest, most decisive, most courageous college or university president in America today. In all that is wrong in higher education, there is nothing that his qualities embodied in more university presidents would not correct. BYU in its greatness today is a living tribute to him, to his BYU team, to their predecessors, and to the Mormon Church."<sup>48</sup>

Many other non-Mormons expressed their admiration for Wilkinson. Paul Harvey, news commentator, said, "At BYU we do not learn by trial and error; we are taught by precept and example. We have a president I like to characterize as an academic George E. Patton, unafraid to tell it like it is."<sup>49</sup> When Norman Vincent Peale, prominent religious leader and author, heard that Wilkinson had stepped down as president of BYU, he wrote, "I read of your retirement. Listen, my friend, you can no more retire than a fire engine can turn into a hearse. If you give up the Presidency of Brigham Young, you will soon be hard at something else. You are one of the great natural born leaders of our time."<sup>50</sup>

### **Farewell to the Faculty**

On 27 July 1971, four days before his resignation took effect, Wilkinson wrote an open letter to the faculty:

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47. Ibid.

48. Ernest L. Wilkinson, *Brigham Young University: A University of Destiny* (New York: The Newcomen Society in North America, 1971), p. 6.

49. "Tributes," *BYU Daily Universe*, 23 April 1971.

50. Norman Vincent Peale to Ernest L. Wilkinson, 31 March 1971, Wilkinson Presidential Papers.



As my last official communication as President of Brigham Young University to members of the faculty, may I thank you for the services you have already and will in the future render to this University.

As I leave my present position, I have been asked many times if I had in mind, when I came, the campus that has now been created. The answer is that my appointment was so unexpected that I had no plans of any kind. Everything that has been done is the result of plans created and carried out after I came to the University. The progress that has been made has been the result of suggestions and efforts of a dedicated faculty and a responsive Board of Trustees. I am grateful to every member of the faculty for his part in that progress.

I leave as your President, knowing that there are many things yet to be accomplished — indeed, many things which I had hoped to accomplish but never had the time or energy for. The only virtue that I claim is that I have worked hard to make the BYU a “university of destiny.”

Concluding his letter, he quoted again the words of Charles H. Malik, which served as the vision Wilkinson continuously held for BYU:

I believe a great university will arise somewhere — I hope in America — to which Christ will return in His full glory and power, a university which will, in the promotion of scientific, intellectual and artistic excellence, surpass by far even the best secular universities of the present, but which will at the same time enable Christ to bless it and act and feel perfectly at home in it.<sup>51</sup>

### **Evaluation of the Wilkinson Administration**

The passage of time will provide a much better vantage point from which to evaluate the Wilkinson years at BYU. Nonetheless, there can be no doubt that the period from 1951 to 1971 witnessed the most dramatic growth in the history of the University. Under the prophetic direction of David O. McKay and the energetic administration of Ernest L. Wilkin-

51. Ernest L. Wilkinson to all members of the faculty, 27 July 1971, Wilkinson Presidential Papers.

son, BYU became, in terms of full-time students, America's largest private university, with national and international prestige. A few scholars have already commented on the progress made during his administration. Nels Anderson, author of *Desert Saints* and a foremost international sociologist, wrote Wilkinson about his years as president of BYU:

Seeing it all in long-term perspective, I think I can understand what the angels had in mind. They were thinking of the future of the BYU, and of course, the future of Mormondom. They would put you through a vigorous training and apprenticeship among the Gentiles . . . after that bring you to the BYU, the Mormon university already in the doldrums, being tolerated more than promoted. That was the needed job, as you must now be aware, and as the record shows, you did it well. Perhaps you made enemies in the process, but the University stands there with a momentum to grow it did not have before.<sup>52</sup>

At the time of the announcement of Wilkinson's resignation, Commissioner Maxwell said of the retiring president:

This is the man who too often is remembered for the brick-and-mortar growth of this institution when in fact its major thrust has been in the direction of quality and

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52. Nels Anderson to Ernest L. Wilkinson, 24 April 1971, Wilkinson Presidential Papers. Nels Anderson was one of four brothers from a family of twelve children. He ran away from home in Michigan because of an unstable family situation. Traveling as a tramp, he was put off a freight train in Utah's Dixie, where he was befriended and made a part of the family of Patriarch Thomas S. Terry. He joined the Church, graduated with an A.B. from BYU, took an M.A. degree from the University of Chicago, and earned a Ph.D. from New York University. During his life he has been the author of eighteen books, the first of which, entitled *The Hobo* and written over fifty years ago, is still selling. An enlarged up-to-date edition entitled *The American Hobo* has just been published by the University of Chicago Press. After many positions in education and government he was, until he retired in the fall of 1975, professor of sociology at the University of New Brunswick, where, in his eighty-fifth year, he was given an honorary doctor of laws degree for his superior teaching — the first honorary degree ever awarded by that institution to a faculty member.



excellence. For this he deserves, I think, much of the credit for what has happened here in the making of a university. He is one of those rare presidents who are willing to challenge the too easily accepted shibboleths of higher education and to examine the underlying assumptions for accuracy. This has characterized his administration here.

I should like to relate two episodes, which I feel are important, concerning President Wilkinson. We know his vigor. We know his advocacy. We know his candor. And we know the credit that these virtues give him. Several weeks ago he received a call, at five o'clock in the morning, from a very anxious young lady who had the audacity that only youth possess at times. Her fiance had come here to register, and she had planned for him to pick her up in a distant, small town. Having missed him, she was very upset. She wanted the President to go find him and explain what had happened. This is at five o'clock in the morning, mind you. President Wilkinson did what I do not suppose any other university president in this country would do: he went out and found the young man and told him that his girl friend was worried and that he should get in touch with her.<sup>53</sup>

In a more sober situation he stood in as a substitute father at the wedding of a young woman whose father had been slain and who very much needed this kind of

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53. As recorded in a memo in President Wilkinson's files, his recollection of the story is as follows: "One morning about 5 A. M. a young girl from a distant town who was obviously in tears called me on the telephone, telling me that her boyfriend who had just returned from a mission was to pick her up at her home at midnight and she was to ride to Provo with him where he was to register. In her words she had spent the day before preparing a "lovely" lunch for them. She overslept and missed the ride and so called me to see if I could go out to the registration lines and find him and let him know that it was not purposeful that she had overslept. In a voice mirroring her emotions she said, 'I have loused up our marriage.' I asked her if they were engaged. She replied, 'No, but I want to be and I am now afraid he will never ask me.' I went out to the long lines and found her boyfriend and told him. He didn't seem to be at all concerned about it; I, therefore, thought it was just a girl's fantasy. However, when about three or four months later my wife was having a 'hair-do' at a beauty shop the girl operator confessed she was the girl, and they were then married. Her original feminine instinct was right."



BYU Board of Trustees in 1971, including  
 (seated) LeGrand Richards, Delbert  
 L. Stapley, Mark E. Petersen, Spencer  
 W. Kimball, Harold B. Lee, Joseph  
 Fielding Smith, N. Eldon Tanner, Gordon  
 B. Hinckley, Boyd K. Packer, Marion  
 D. Hanks, A. Theodore Tuttle, and John  
 H. Vandenberg. Standing are Dee F.  
 Anderson, Joe J. Christensen, and  
 Kenneth H. Beesley of the Office of  
 the Commissioner of Church Education,  
 along with Ernest L. Wilkinson and  
 his successor, Dallin H. Oaks.



support at that moment in her life. He did this very quietly, without any fanfare at all, taking time out of his schedule to be with her because she needed help. Along with the elegance of his wife, Alice, to whom President Lee has paid tribute, these are the kinds of things that ought to be a part of any kind of montage of memories about Dr. Ernest L. Wilkinson.

Dallin H. Oaks, Wilkinson's successor, expressed the view of the overwhelming majority of BYU students, faculty, and alumni, when he said that BYU "would probably still be struggling around the fringes of community college status had it not been for the remarkable and relentless leadership of the Wilkinson Era."<sup>54</sup>

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54. From a speech by Leonard J. Arrington, "Seven Steps to Greatness," 18 April 1975, Leonard J. Arrington biographical file, BYU Archives, p. 11.















